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ABSTRACT

This report provides an in-depth profile of the students enrolled in the 57 community colleges and technical institutes of the North Carolina Community College System during the spring of 1979. After an introductory section identifying key issues and describing the research problem and objectives, the study methodology is described. Next, student profiles based on a statewide sample of more than 16,000 students are presented for the community college students in general and for curriculum and continuing education students. These profiles cover demographic, socioeconomic, academic, and attendance characteristics, and, in addition, provide information on sources of influence and information, students' value orientation toward education, education and employment plans, and feelings about the standard use of community college as the designation for all institutions in the system. Next, demographic and socioeconomic comparisons are made between curriculum and continuing education students and North Carolina's projected 1979 adult population. The subsequent sections examine profile changes in the curriculum and continuing education student populations over the last ten years. After enrollment and population changes are compared, the report presents a summary analysis of the findings. Appendices provide the survey instrument and other information related to the study methodology and results. (AYC)

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ED207624

PUTTING LEARNING TO WORK

A PROFILE OF STUDENTS IN NORTH CAROLINA COMMUNITY COLLEGES, TECHNICAL INSTITUTES, AND TECHNICAL COLLEGES

A TECHNICAL REPORT

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November, 1980

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PREFACE

Since its establishment in 1963, the institutions of the North Carolina Community College System have steadily increased in number and services offered to the adult population of North Carolina. Leaders of these community-based, public, postsecondary educational institutions have responded with alacrity to the varied demands from their communities for training, education, and community services. At the same time, the State Board of Education and its Department of Community Colleges have experienced complex demands for management and support services from the educational leaders of these institutions, their trustees, and the North Carolina General Assembly.

To determine the feasibility of suggested changes in policies, programs, and educational practices, based on information about the students being served by the institutions and in what ways, the Department of Community Colleges has supported continuing studies of the characteristics of these students. Gerald M. Bolick surveyed the credit students enrolled in the System in 1968. Curtis Phillips surveyed the noncredit students enrolled in the System in 1969. Five years later, the State Board of Education contracted with the Department of Adult and Community College Education at North Carolina State University to survey and profile both credit and noncredit students enrolled in the System in 1974. Ronald Shearon was Project Director, assisted by Robert Templin, and David Daniel.

Between 1974 and 1979 the enrollments in North Carolina's public community colleges and technical institutes increased dramatically, the characteristics of the students changed, and information based on 1974 data was no longer adequate to serve as a base for decisions about program offerings and accountability. Accordingly, the State Board of Education again contracted with the Department of Adult and Community College Education to expand and update the aforementioned profile of student characteristics.

This report provides a current and accurate description of the students enrolled in the 57 community colleges and technical institutes of the North Carolina Community College System during the spring quarter of 1979. (The survey data were collected before the name "technical college" was in use, and before the establishment of the fifty-eighth institution.) In-depth student profiles based on a statewide sample of more than 16,000 students representing each of the 57 institutions were developed for curriculum and continuing education students in terms of their demographic, socioeconomic, academic, and attendance characteristics; sources that most influenced their decisions to attend; sources of first information about the program in which they enrolled; their value orientations toward education; institutional characteristics that most influenced their enrolling; their evaluation of the support services offered by the institutions and the importance of those services; and their opinions of and feelings about the use of a standard name for all of the institutions. Changes in student characteristics over the past 10 years were determined and comparisons were made between the characteristics of the study respondents and North Carolina's adult population as projected for 1979.

The study findings are being disseminated in a number of forms: this comprehensive technical report, a concise summary of the research findings, and a slide-tape presentation. Further, each of the 57 institutions has received a printout of the data collected from those of its students who were represented in the study sample.

The report and accompanying materials have been prepared for the State Board of Education, the Department of Community Colleges, and the individual community colleges, technical colleges, and technical institutes in the North Carolina Community College System. The authors believe that the data in this report and their interpretations will be of use to the educational leaders and policymakers of the North Carolina Community College System as they make decisions on new programs, program revisions, policy, and accountability efforts.

--The Authors

North Carolina State University
Raleigh, North Carolina
November, 1980

TABLE OF CONTENTS

Page

LIST OF TABLES xiv

Chapter

1. INTRODUCTION 1
    - Some Key Issues 2
        - The "New" Adult Student 3
        - The Curriculum 5
        - Access to Educational Opportunities . . . 6
        - The Institutions' Responsibility in Educational Marketing 8
    - The Problem 10
    - Objectives 10
    - Research Questions 11
    - Definition of Terms 13
2. METHODOLOGY 17
    - Research Design 17
    - Population 17
    - Sample Design 17
    - Construction of the Sampling Frame 18
    - Participation of Institutional Coordinators 19
    - Institutional Coordinator Workshops 19
    - Actual Sample 20
    - Instrumentation 20
    - Data Collection 20
    - Data Analysis 21
    - Limitations 22
3. FINDINGS OF THE STUDY 23
    - Students Enrolled in Curriculum and Continuing Education Program Areas 23
        - Demographic Characteristics 24
            - Age 24
            - Sex and Race 24
            - Marital Status 24
            - Veteran Status 26
            - Residency, Location of Institution, and Residence While Enrolled 26

TABLE OF CONTENTS (continued)

Page

Socioeconomic Characteristics 26

Education--Student and Parents 26
Head-of-Household 27
Income--Student, Parents, and Primary . 29
Occupation Head-of-Household 29
Employment Status--Student 31
Hours Worked/Week for Wages and Wages/Hour 33

Academic Characteristics 33
Attendance Characteristics 33

General Attendance and Enrollment Characteristics 34
Choice of Institutions 37
Sources of Influence and First Information 38
Sources of Income, Sources and Amount of Financial Aid, and Expenses 40
Education and Employment Plans 43

Value Orientation Toward Education 43
Institutional Characteristics That Influenced Decision to Attend 46
Evaluation and Importance of Support Services and Use of a Standard Name . . 46

Evaluation and Importance of Support Services 46
Opinions of and Feelings About Use of a Standard Name for All Institutions . . 50

Students Being Served in Curriculum Program Area 50

Demographic Characteristics 50

Age 51
Sex 51
Race 54
Marital Status 54
Veteran Status 54

Socioeconomic and Academic Characteristics 54

Education--Student and Parents 60
Income--Student, Parents, and Primary . 60
Occupation Head-of-Household 61

TABLE OF CONTENTS (continued)

Page

Student's Employment Status 61
Prior Full-Time Enrollment in a Four-Year College/University 61

Attendance Characteristics 61

Time of Attendance, Location of Classes, and Distance to Class 62
Choice of Institutions 62
Sources of Most Influence to Attend and First Information About Program . . . 62
Sources and Amount of Financial Aid and Expenses 65
Education and Employment Plans 70

Students Being Served in Continuing Education Program Area 70

Demographic Characteristics 72

Age 72
Sex 72
Race 72
Marital Status 72
Veteran Status 72

Socioeconomic and Academic Characteristics 74

Education--Student and Parents 74
Income--Student, Parents, and Primary . 74
Occupation Head-of-Household 78
Student's Employment Status 78
Prior Full-Time Enrollment at a Four-Year College/University 79

Attendance Characteristics 79

Time of Attendance, Location of Classes, and Distance to Class 79
Choice of Institutions 80
Source of Most Influence to Attend and Source of First Information About Program 82
Expenses 82
Education and Employment Plans 82

Value Orientation Toward Education 85

TABLE OF CONTENTS (continued)

Page

Comparisons Between Curriculum and Continuing Education Students Enrolled in the North Carolina Community College System, 1979, and North Carolina's Projected 1979 Adult Population 85

Demographic Comparisons 88

Age 88
Sex 90
Race 90

Socioeconomic Comparisons 90

Student's Education 90
Primary Income 92
Occupation Head-of-Household 93

Profile Changes in the Curriculum Student Population Between 1968, 1974, and 1979 . 93

Demographic Characteristics 93

Age 93
Sex 95
Race 95
Marital Status 95
Location of Institution 95
Residence While Enrolled 96

Socioeconomic Characteristics 96

Education--Student and Parents 96
Income--Student and Parents 96
Employment Status--Student 98

Attendance Characteristics 98

Program in Which Enrolled 99
Time of Attendance, Hours in Class/Week, and Distance to Class 99
Choice of Institutions 99
Plans for Further Education and Employment 99

Profile Changes in the Continuing Education Student Population Between 1969, 1974, and 1979 102

TABLE OF CONTENTS (continued)

Page

Demographic Characteristics 102

  Age 102
  Sex 102
  Race 102
  Marital Status 102
  Location of Institution 104
  Residence While Enrolled 104

Socioeconomic Characteristics 104

  Education--Student and Parents 104
  Income--Student and Parents 106
  Employment Status--Student 107

Attendance Characteristics 107

  Time of Attendance and Distance to Class 107
  Continuing Enrollment in the NCCCS and Choice of Institutions 107

Enrollment Changes as Compared to Changes in the Adult Population of North Carolina Between 1974 and 1979 109

Demographic Characteristics 109

  Age 109
  Sex 109
  Race 113

Socioeconomic Characteristics 113

  Student's Education 113
  Student's Income 115
  Occupation Head-of-Household 115

Summary and Analysis of Relationships . . . 117

Students Being Served by the North Carolina Community College System, 1979 . . 117

  The Typical Curriculum Student 117
  The Typical Continuing Education Student 120

Descriptions of Students by Educational Program 120

  The College-Transfer Student 120
  The General Education Student 120

TABLE OF CONTENTS (continued)

Page

The Special Credit Student 120
The Technical Student 121
The Vocational Student 121
The Academic Extension Student 121
The Fundamental Education Student . . . 121
The Occupational Extension Student . . . 122

Extent to Which Students Are Representative of the Projected 1979 Adult Population of North Carolina 122
Group(s) Not Being Served by the North Carolina Community College System, 1979 123
Changes in Student Profiles, 1968-1979 . . 123
Students Least Likely to Continue Their Education in the Absence of North Carolina Community College System Institutions 124
Students Least Likely to Attend a North Carolina Community College System Institution as the Distance to Class Increases 125
Students Who Selected North Carolina Community College System Institutions as First Choice Over Other Forms of Postsecondary Education 125
Recruitment Strategies That Influenced Students to Attend North Carolina Community College System Institutions and Source of First Information About Program 126
Curriculum Students Who Received Financial Aid and the Source and Amount of That Aid 126
Employment Status of Students 127
Students Who Plan to Work Toward a Four-Year College Degree 128
Students Who Plan to Work in North Carolina Upon Completion of Their Educational Program 128
Major Reasons Students Were Continuing Their Education 128
Institutional Characteristics That Influence Students to Attend North Carolina Community College System Institutions . 129
Student Evaluations of Support Services and the Support Services That Were Most Important 129

TABLE OF CONTENTS (continued)

Page

Student's Opinions of and Feelings About the Use of a Standard Name for All North Carolina Community College System Institutions 130

4. CONCLUSIONS AND IMPLICATIONS 131

REFERENCES 143

APPENDICES 146

Appendix A: Enrollment Projections and Sample Sizes for Institutions in the North Carolina Community College System, Spring Quarter, 1979 146
Appendix B: Institutional Coordinators 149
Appendix C: Procedures for Drawing the Sample . . . 153
Appendix D: Institutional Response Rates 157
Appendix E: Pretest Findings and Reliability of Survey Instrument Responses 160
Appendix F: Survey Instrument 167
Appendix G: Weighting Procedures 172
Appendix H: Related Information 174

LIST OF TABLES

Page

Text

1. Weighted percentage distribution of curriculum and continuing education students enrolled in the North Carolina Community College System, 1979, by age, sex, race, marital status, and veteran status 25

2. Weighted percentage distribution of curriculum and continuing education students enrolled in the North Carolina Community College System, 1979, by residency, location of institution, and residence while enrolled 27

3. Weighted percentage distribution of curriculum and continuing education students enrolled in the North Carolina Community College System, 1979, by student's education, father's education, and mother's education 28

4. Weighted percentage distribution of curriculum and continuing education students enrolled in the North Carolina Community College System, 1979, by head-of-household, student's income, parent's income, primary income, and occupation head-of-household 30

5. Weighted percentage distribution of curriculum and continuing education students enrolled in the North Carolina Community College System, 1979, by employment status, hours worked per week for wages, and wages per hour 32

6. Weighted percentage distribution of curriculum and continuing education students enrolled in the North Carolina Community College System, 1979, by prior full-time enrollment in a four-year college/university, GED score, high school grade average, and high school rank 34

7. Weighted percentage distribution of curriculum and continuing education students enrolled in the North Carolina Community College System, 1979, by program, time of attendance, location of classes, hours in class per week, classes this quarter, distance to class, trips to class/week, and total number of quarters enrolled 35

LIST OF TABLES (continued)

Page

8. Weighted percentage distribution of curriculum and continuing education students enrolled in the North Carolina Community College System, 1979, by would have attended another institution had this one not existed and this institution was first choice 38

9. Weighted percentage distribution of curriculum and continuing education students enrolled in the North Carolina Community College System, 1979, by source of most influence to attend and source of first information about program 39

10. Weighted percentage distribution of curriculum and continuing education students enrolled in the North Carolina Community College System, 1979, by sources of income, sources and amount of financial aid, cost of books and supplies, and rent while attending 41

11. Weighted percentage distribution of curriculum and continuing education students enrolled in the North Carolina Community College System, 1979, by plans to enroll in a degree program, plans for four-year college degree, and employment plans 44

12. Distribution of curriculum and continuing education students enrolled in the North Carolina Community College System, 1979, by rank order and raw score of reasons for continuing education and institutional characteristics influencing decision to attend 45

13. Weighted percentage distribution of curriculum and continuing education students enrolled in the North Carolina Community College System, 1979, by evaluation of individual support services and importance of support services 47

14. Weighted percentage distribution of curriculum and continuing education students enrolled in the North Carolina Community College System, 1979, by opinions about a standard name for the institutions in the System and feelings about a standard name 51

LIST OF TABLES (continued)

Page

15. Weighted percentage distribution of curriculum students enrolled in the North Carolina Community College System, 1979, by program, age, sex, race, marital status, and veteran status . 52

16. Weighted percentage distribution of curriculum students enrolled in the North Carolina Community College System, 1979, by program, student's education, father's education, mother's education, student's 1978 income, parents' 1978 income, primary 1978 income, occupation head-of-household, student's employment status, and prior full-time enrollment in a four-year college/university 55

17. Weighted percentage distribution of curriculum students enrolled in the North Carolina Community College System, 1979, by program, time of class attendance, location of classes, and distance to class 63

18. Weighted percentage distribution of curriculum students enrolled in the North Carolina Community College System, 1979, by program and choice of institutions 64

19. Weighted percentage distribution of curriculum students enrolled in the North Carolina Community College System, 1979, by program, source of most influence to attend, and source of first information about program 66

20. Weighted percentage distribution of curriculum students enrolled in the North Carolina Community College System, 1979, by program, source of financial aid, amount of financial aid, and cost of books and supplies this quarter 68

21. Weighted percentage distribution of curriculum students enrolled in the North Carolina Community College System, 1979, by program, plans to work toward a four-year college degree, and plans to work in North Carolina upon completion of educational program 71

LIST OF TABLES (continued)

Page

22. Weighted percentage distribution of continuing education students enrolled in the North Carolina Community College System, 1979, by program, age, sex, race, marital status, and veteran status 73

23. Weighted percentage distribution of continuing education students enrolled in the North Carolina Community College System, 1979, by program, student's education, father's education, mother's education, student's 1978 income, parents' 1978 income, primary 1978 income, occupation head-of-household, student's employment status, and prior full-time enrollment in a four-year college/university 75

24. Weighted percentage distribution of continuing education students enrolled in the North Carolina Community College System, 1979, by program, time of attendance, location of classes, and distance to class 80

25. Weighted percentage distribution of continuing education students enrolled in the North Carolina Community College System, 1979, by program and choice of institutions 81

26. Weighted percentage distribution of continuing education students enrolled in the North Carolina Community College System, 1979, by program, source of most influence to attend, and source of first information about program . . . 83

27. Weighted percentage distribution of continuing education students enrolled in the North Carolina Community College System, 1979, by program and cost of books and supplies for this quarter 85

28. Weighted percentage distribution of continuing education students enrolled in the North Carolina Community College System, 1979, by program, plans to enroll in a degree program, plans to work toward a four-year college degree, and employment plans after education 86

29. Value orientations toward education of continuing education students enrolled in the North Carolina Community College System, 1979, by program, rank order of responses, and raw scores (RS) . . 87

LIST OF TABLES (continued)

Page

30. Weighted percentage distribution of curriculum and continuing education students enrolled in the North Carolina Community College System, 1979, and the projected 1979 adult population of North Carolina, by age, sex, and race 89

31. Weighted percentage distribution of curriculum and continuing education students enrolled in the North Carolina Community College System, 1979, and the projected 1979 adult population of North Carolina, by student's education, primary income, and occupation head-of-household 91

32. Weighted percentage distribution of curriculum students enrolled in the North Carolina Community College System, 1968, 1974, and 1979, by age, sex, race, marital status, location of institution, and residence while enrolled 94

33. Weighted percentage distribution of curriculum students enrolled in the North Carolina Community College System, 1968, 1974, and 1979, by student's education, parents' education, student's income, parents' income, and student's employment status 97

34. Weighted percentage distribution of curriculum students enrolled in the North Carolina Community College System, 1968, 1974, and 1979, by program in which enrolled, time of attendance, hours in class/week, distance to class, would have attended another institution if theirs had not existed, plans to work toward a four-year college degree, plans to be employed in North Carolina upon completion of program, and other employment plans 100

35. Weighted percentage distribution of continuing education students enrolled in the North Carolina Community College System, 1969, 1974, and 1979, by age, sex, race, marital status, location of institution, and residence while enrolled 103

LIST OF TABLES (continued)

Page

36. Weighted percentage distribution of continuing education students enrolled in the North Carolina Community College System, 1969, 1974, and 1979, by student's education, father's education, mother's education, student's income, parents' income, and student's employment status 105

37. Weighted percentage distribution of continuing education students enrolled in the North Carolina Community College System, 1969, 1974, and 1979, by time of attendance, distance to class, enrolled in first course, and would have attended another institution had theirs not existed 108

38. Weighted percentage distribution of curriculum and continuing education students enrolled in the North Carolina Community College System, 1974 and 1979, as compared to the adult population of North Carolina, 1974 and 1979, by age, sex, race, proportional changes over the five-year period, and Representation Index 110

39. Weighted percentage distribution of curriculum and continuing education students enrolled in the North Carolina Community College System, 1974 and 1979, as compared to the adult population of North Carolina, 1974 and 1979, by education, proportional changes over the five-year period, and Representation Index 114

40. Weighted percentage distribution of curriculum and continuing education students enrolled in the North Carolina Community College System, 1974 and 1979, as compared to the adult population of North Carolina, 1974 and 1979, by student's income, proportional changes over the five-year period, and Representation Index 116

41. Weighted percentage distribution of curriculum and continuing education students enrolled in the North Carolina Community College System, 1974 and 1979, as compared to the adult population of North Carolina, 1974 and 1979, by occupation head-of-household, proportional changes over the five-year period, and Representation Index . . . 118

LIST OF TABLES (continued)

Page

Appendix

1. Weighted percentage distribution of curriculum and continuing education students enrolled in the North Carolina Community College System, 1979, who would have attended another educational institution if theirs had not existed, by age, sex, race, marital status, educational attainment, and occupation head-of-household 175

2. Weighted percentage distribution of curriculum students enrolled in the North Carolina Community College System, 1979, by source of financial aid as related to program, age, sex, race, marital status, student's education, primary income, and occupation head-of-household 178

3. Weighted percentage distribution of curriculum students enrolled in the North Carolina Community College System, 1979, by amount of financial aid received as related to program, age, sex, race, marital status, student's education, primary income, and occupation head-of-household 193

4. Rank order (RO) and raw scores (RS) of reasons curriculum and continuing education students enrolled in the North Carolina Community College System, 1979, were continuing their education, by age, sex, race, marital status, educational attainment, primary income, and occupation head-of-household 208

5. Rank order (RO) and raw scores (RS) for institutional characteristics that most influenced curriculum and continuing education students enrolled in the North Carolina Community College System, 1979, in their decisions to attend, by age, sex, race, marital status, educational attainment, primary income, and occupation head-of-household 211

6. Weighted percentage distribution of curriculum students enrolled in the North Carolina Community College System, 1979, by program, evaluation of support services, and importance of support services 214

LIST OF TABLES (continued)

Page

7. Weighted percentage distribution of continuing education students enrolled in the North Carolina Community College System, 1979, by program, evaluation of support services, and importance of support services 219

8. Weighted percentage distribution of curriculum students enrolled in the North Carolina Community College System, 1979, by program, preference for using a standard name for the institutions in the System, and feelings about a standard name 224

9. Weighted percentage distribution of continuing education students enrolled in the North Carolina Community College System, 1979, by program, preference for using a standard name for the institutions in the System, and feelings about a standard name 225

10. Weighted percentage distribution of curriculum students enrolled in the North Carolina Community College System, 1979, by program, source of income, parents provide over one-half of support, head-of-household, hours worked/week, wages/hour, and employment plans 226

11. Weighted percentage distribution of curriculum students enrolled in the North Carolina Community College System, 1979, by program, high school average, high school rank, and GED score 229

12. Weighted percentage distribution of curriculum students enrolled in the North Carolina Community College System, 1979, by program, change in residence to attend, monthly rent, residence while attending, and trips to class/week 230

13. Weighted percentage distribution of curriculum students enrolled in the North Carolina Community College System, 1979, by program, hours in class/week, classes this quarter, quarters enrolled, and plans to enroll in degree program . 232

LIST OF TABLES (continued)

Page

14. Value orientation toward education and institutional characteristics that most influenced curriculum students to enroll in the North Carolina Community College System, 1979, by program, rank order (RO) of responses, and raw scores (RS) 234

15. Weighted percentage distribution of continuing education students enrolled in the North Carolina Community College System, 1979, by program, source of income, parents provide over one-half of support, head-of-household, hours worked/week, wages/hour, and employment plans 236

16. Weighted percentage distribution of continuing education students enrolled in the North Carolina Community College System, 1979, by program, high school average, high school rank, and GED score 239

17. Weighted percentage distribution of continuing education students enrolled in the North Carolina Community College System, 1979, by program, change in residence to attend, monthly rent, residence while attending, and trips to class/week 240

18. Weighted percentage distribution of continuing education students enrolled in the North Carolina Community College System, 1979, by program, hours in class/week, classes this quarter, and quarters enrolled 242

19. Institutional characteristics that most influenced continuing education students to enroll in the North Carolina Community College System, 1979, by program, rank order (RO) of responses, and raw scores (RS) 244

CHAPTER 1

INTRODUCTION

Over the past two decades, the comprehensive community college has become an integral part of the fabric of American postsecondary education. Enrollments in these two-year institutions have more than doubled since 1970. Characterized as "teaching institutions," community colleges offer locally based programs designed to meet the unique needs of their respective communities. The hallmark of these institutions is low-cost programs, a comprehensive approach to educational programming, and an open-door admission policy. And, at the heart of this nationwide community college movement is a commitment to an egalitarian philosophy.

Because of their deep belief in this egalitarian philosophy, the political, industrial, business, civic, governmental, and educational leaders of North Carolina have initiated and are committed to the development of a comprehensive system of public two-year postsecondary educational institutions within the State. The major thrust of these institutions is to provide access to education beyond high school for all adult North Carolinians. North Carolina has made significant progress in that direction. During the past 17 years, 57 community colleges, technical colleges, and technical institutes have been established throughout the State and all of them now have at least the beginnings of permanent campuses (Excellence in Education, n.d.). Reflecting the national trend, enrollments in the North Carolina Community College System proliferated from 52,870 students in 1963-64 to 539,373 in 1977-78 (1976-1978 Biennial Report, 1978). To serve these students, many educational programs have been added, modified, or deleted (North Carolina Community College Report, 1970; 1976-1978 Educational Guide, 1977).

Across the nation, and especially in North Carolina, access to postsecondary educational opportunities now appears to be a reality (Templin et al., 1977). As Cohen and Lombardi (1979, p. 2) concluded: "Access for everyone who wants to learn has been achieved." However, the progression in making educational opportunities available to all those adults who desire it has not gone without challenge. Cohen and Lombardi (1979, p. 27) suggested that, although much has been accomplished, "the challenge of teaching them all and of limiting institutional claims and growth remains open."

The decade of the 1980s will likely bring about a different set of issues and choices for policymakers, chief administrators, and faculty members of these public two-year postsecondary institutions. With a comprehensive delivery system firmly established, community college leaders now are being called upon to examine questions concerning institutional growth and maturation.

The Commission on Goals for the North Carolina Community College System (1977) recently called for the achievement of excellence in programs during the next two decades. However, North Carolina is by no means alone in its call for excellence in educational offerings. A number of national commissions and authorities have suggested that increased attention be be given the adult learning process (how adults learn) and to program quality, especially in view of the changing characteristics of students now enrolling in these institutions.

These students have been variously described as the "new" student, the "non-traditional" student, or the "developmental learner." They are homemakers, middle-aged adults attending classes full time, adults with ongoing careers and attending classes part time, recent high school graduates unprepared for postsecondary education, and older adults. In Accent on Learning, Patricia Cross (1977) suggested that it is time to go beyond education for all--toward education for each.[1]

Is the decade of the 1980s to be the decade of maturation in which these comprehensive institutions attain even higher levels of excellence? Will leaders of these institutions meet the challenge of change by enacting new policies; designing new, high quality educational programs; and developing innovative educational practices? Although it is not possible to know in advance which directions these institutions will take in the 1980s, a more accurate prediction can be made by examining some of the key issues that community college leaders and policymakers are currently facing and likely will face in the years ahead.

Some Key Issues

During the decade of the 1980s, community college leaders are likely to encounter numerous issues that may impact upon their institutions' programs and services. However, at the center of these concerns is a cluster of four, interrelated, key issues that focus on (1) the nature of the "new" adult student, (2) the community college curriculum, (3) access to educational opportunity (socioeconomic, academic, psychological, and geographic), and (4) the individual institution's responsibility in providing for and marketing educational opportunities designed for its service area.

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[1] Discussion of changing student characteristics and a concern for quality services has been widespread. Authorities who have dealt with these subjects include: Carnegie Commission on Higher Education, The Open Door (New York: McGraw-Hill, 1970); K. Patricia Cross, Beyond the Open Door (Washington, D.C.: Jossey-Bass, Inc., 1971); Terry O'Banion, Teachers for Tomorrow (Tucson: University of Arizona Press, 1972); Florence B. Brawer, "The Thirteenth Year," Change, February, 1973); 32a-32d; J. Conrad Glass, Jr., and Richard F. Harshberger, "The Full-Time Middle-Aged Adult Student in

The "New" Adult Student

One of the major issues facing community college leaders in the 1980s will focus on the learners themselves; i.e., "Who are the students that will be served by these institutions in the 1980s?" and "How will the changing nature of community college clientele affect future administrative and instructional processes?"

Forecasts suggest that the traditional college-age population will continue to decline during the next decade, with a concomitant increase in older adult enrollments, as the "graying of higher education" takes place (O'Keefe, 1977; McNamara, 1980). Studies of students enrolling in the two-year institutions have documented the fact that these "new" students are older than the "traditional" college-age group; that, for the most part, they enroll on a part-time basis while holding a full-time job (Shearon et al., 1976).

Authorities in the field of adult education and developmental psychology suggest that these mature adults, who now make up the majority of community college students, have characteristics that set them apart from the 18 to 22-year-old college students. To design programs and support services that meet the unique needs of this emergent clientele, community college administrators and faculty may need to work under a different set of assumptions about adult learners and the teaching/learning process as it pertains to them.

Knowles (1978) posited four basic assumptions about the characteristics of mature adults as learners which distinguish them from younger students. First, older adult students, typically, have a more independent self-concept than do the younger students. Second, older students have accumulated more life experiences than have younger students. Third,

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Higher Education," Journal of Higher Education, 45 (1974), 211-218; K. Patricia Cross, Planning Non-Traditional Programs (San Francisco: Jossey-Bass, Inc., 1974); John E. Roueche and Jerry J. Snow, Overcoming Learning Problems (San Francisco: Jossey-Bass, Inc., 1977); K. Patricia Cross, Accent on Learning (San Francisco: Jossey-Bass, Inc., 1977); Alexander W. Astin, Four Critical Years (San Francisco: Jossey-Bass, Inc., 1978); E. J. Boone, R. W. Shearon, and E. E. White (eds.), Serving Personal and Community Needs Through Adult Education (San Francisco: Jossey-Bass, Inc.,1980).

these older adult students have a readiness to learn that is based upon a desire to undertake learning projects that help them face developmental tasks encountered as they move through the life cycle and enact changing social roles, whereas developmental tasks faced by young adults are primarily the result of physiological and mental change. Fourth, older adult students undertake learning activities to gain information and skills which can be applied immediately to solving problems encountered in daily living. Conversely, the younger group tends to be more interested in learning subject matter and to approach learning activities from a framework of postponed application.

If the current trend of older student enrollments continues, then administrators and faculty members will find it necessary to build such a developmental orientation into their programming. As Gleazer (1978, p. 16) indicated,

> . . . the community college needs to change to match reality. In reality, we deal with the seven developmental stages--not just the first in the adult life. And as we look ahead, there is every reason to believe that the numbers of people in the later developmental stages will increase. Planning should be based on that picture of the future.

Community college leaders may need to design programs and support services that reflect the developmental needs of these mature, adult clients. Change may be necessary throughout these institutions--from the selection and preparation of faculty to the modification of instructional modes, to the scheduling of classes. The whole concept of student services may need to be reoriented to the more mature, adult learner who has a family, job, and civic responsibilities. Indeed (Gleazer, 1978, p. 16),

> . . . education must be concurrent if it is to relate to the learning needs generated by the tasks of each developmental stage. Only recently has education been envisioned as taking place at the same time as work or recreation. More and more, studentship is concurrent with the maintenance of work and citizenship roles and family responsibilities.

During the past decade, these institutions have encouraged many mature adult learners to enroll in various programs. The central question is when and how policymakers, administrators, and faculty are going to face up to the fact that the majority of their students will require the development of a new set of assumptions and technologies for working with the more mature, adult learner.

The Curriculum

Another issue that will confront community college leaders in the 1980s centers around the comprehensive nature of the programs offered by their institutions. "Should these institutions continue to try to maintain comprehensive programs and support services, or should a more specialized program and service emphasis be developed?"

During the initial stages of the community college movement in this nation, these institutions tended to enroll a majority of their full-time students in the liberal arts curriculum. However, with a commitment to "comprehensiveness," during the 1960s the institutions undertook special efforts designed to increase enrollments in the more occupation-oriented programs. These efforts have been so successful in encouraging enrollments in occupation-oriented programs over the past two decades that a new direction appears to have emerged for the community college. As Lombardi (1978, p. 1) wrote: "From a predominantly baccalaureate-oriented institution, the community college has become an occupational oriented institution."

Over the past decade there has been an even more noticeable shift to such an occupational orientation, along with emphasis upon conpensatory and community education programs. Indeed, it appears (Cohen and Lombardi, 1979, p. 25) that the college-transfer function "was a marked casualty in the 1970s." According to Lombardi (1979), the evidence is strong that transfer education is no longer the principal function of community colleges.

While these enrollment shifts reflect a vital educational need, the new occupational orientation poses several serious questions to community college leaders who are concerned about retaining the comprehensiveness of their institutions. First, "Should a balance be maintained between curricular offerings, or is the era of a truly comprehensive institution nearly over?" Second, "Is it still feasible to try to be all things to all people, or should these institutions become more unidimensional and single-purposed?" And, third, "Are these institutions destined to become what Cohen and Lombardi (1979, p. 27) referred to as 'locally based career and compensatory education centers'?"

In light of pressing social and economic realities, these and similar questions must be faced by community college leaders in the 1980s. The resolution of this dilemma may bring about a new commitment or a redefinition of the "comprehensiveness" of the community college. However this issue is dealt with, it will have tremendous impact upon the community college movement throughout the 1980s--and beyond.

Access to Educational Opportunities

Another issue facing comprehensive community colleges in the years ahead relates to their egalitarian philosophy and the degree to which these institutions will be able to provide equal educational opportunities. "Will these institutions be capable of providing equal educational opportunity to all who are eligible to attend, or is this notion what Cohen (1977) called simply 'a social equalization fantasy'?" At the heart of this issue is concern for educational accessibility in terms of socioeconomic, academic, psychological, and geographic factors.

Socioeconomic factors associated with educational accessibility have long been of interest to social scientists, and during the 1970s the community college movement came under attack because of its alleged relationship to the American class structure.[2] Numerous critics attacked the community colleges, alleging that these institutions were perpetuating the existing class structure by utilizing a social class-based tracking system in which students of high-status backgrounds were being encouraged to enroll in high-status programs and vice versa. Thus, adult learners were being channeled into the same relative positions as in the social structure from whence they came (Karabel, 1974; Zwerling and Park, 1974). Research findings in this area are inconclusive but the evidence suggests that a relationship does exist between adult learners' socioeconomic status and curriculum track placement,[3] an implication that raises serious questions about community colleges' efforts to live up to their egalitarian philosophy. It has been suggested that one indicator of a societal movement having reached a certain level of maturity is when a significant number of critical thinkers begin to question the basic tenets of the particular movement (Vaughan, 1979). If this is the case, perhaps it is time that community college leaders begin to examine these criticisms from a positive viewpoint so that the true relationship between the community college and existing social processes will be completely understood.

Coupled with this issue is concern for academic accessibility. Selective program requirements may indicate admissions policies that deny an adult learner the chance to complete a desired program of study because he/she lacks certain attractive academic characteristics. Under such selective policies, many of these adults who are capable of completing the program may be rejected. Although other applicants for admission may have more impressive credentials, high school grade-point averages and standardized test scores may not be valid indicators of potential success for the highly motivated adult.[4] This is particularly true in technical programs where "reverse transfer" students of higher socioeconomic origins are competing with those who may not have outstanding academic credentials--yet, are capable of completing the programs. Such policies make program admission very difficult for adult learners who might view the community college as their only hope for social mobility.

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[2] Robert G. Templin, Jr., and Ronald W. Shearon, "Channeling Students Into Curricula: An Examination of Tracking in the Community College," Questioning the Community College: New Directions for Community Colleges, ed. George B. Vaughan (in preparation).

[3] Ibid.

Psychological accessibility is another concern to be faced by community college leaders in the years ahead. For those individuals who need educational activity, yet lack the necessary affective characteristics for enrollment, institutions might consider designing marketing efforts that make programs relevant and meaningful for them. Additional efforts might be necessary to attract those individuals who may have an educational need but whose prior educational experiences have resulted in unfavorable attitudes toward learning. It also may become necessary to concentrate more on making programs attractive to those students who consider the community college a poor substitute for some other forms of postsecondary education. Through consumer analysis and differentiated marketing techniques, psychological access barriers can be broken, thus allowing previously inaccessible publics to become relevant target groups for programming efforts.

With rising energy costs and associated transportation curtailment, geographic accessibility will become a critical concern to be faced by community college leaders. Institutions may find it necessary to "take the education to the people," or at least to find new techniques for making educational programs available to all adults who desire to continue their education. Many new and innovative technological delivery systems already have been developed that utilize television, newspapers, and the telephone (Luskin and Zigerell, 1978; Stewart and Duffy, 1979; Colburn, 1980). Students who no longer can afford to travel to the main campus to attend classes will benefit most from the use of such technological innovations.

The foregoing emphasizes the importance of offering programs in "non-traditional" educational settings such as satellite centers, the work place, and other off-campus sites. Geographic accessibility will become a greater factor in the equal educational opportunity issue in the coming years, as failure to provide an increasing number of these non-traditional delivery modes will exclude first those who might benefit most from the opportunity.

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[4] Ibid.

Therefore, it seems imperative that these four interrelated accessibility factors--socioeconomic, academic, psychological, and geographic--be examined carefully if the institutions are to provide the equality of educational opportunity which lies at the core of the egalitarian philosophy. Such an examination is essential if community colleges are to move forthrightly into the decade of the 1980s.

The Institutions' Responsibility in Educational Marketing

A critical issue facing community college leaders in the 1980s focuses on the concept of "educational marketing." Specifically, "To what degree should these institutions actively engage in a marketing approach to educational management?" Within the past decade there has been growing emphasis within the community colleges, and higher education in general, on the utilization of selected tools and techniques, first developed by profit-oriented organizations, to manage educational services or "products."

Many writers argue that adopting a marketing approach to educational management is essential for institutional survival because of the high level of competition that now exists among all postsecondary educational institutions. This competition has created a "buyer's market" and, in its wake, all of these institutions are scrambling to secure their proportional share of that market. Advocates of the educational marketing approach emphasize the need to adopt a consumer orientation in which the educational product is examined in terms of its retail dimensions: quality, variety, location, and time (Comfort, 1978).

The important question is whether community college leaders want to become involved in such a marketing approach, although it can be argued that, in their efforts to attract nontraditional adult students, community college educators have long been using many of the same methods and techniques of marketing used by profit-making agencies.

The notion of a designated marketing management approach by postsecondary educational institutions seems to be counter to the current attitudes of many community college administrators; in fact, many consider it unethical. In his book, Marketing for Nonprofit Organizations, Kotler (1975) identified three reasons why use of the marketing approach in nonprofit organizations often is considered unethical. First is the common belief that a comprehensive marketing plan adds unnecessarily to the cost of institutional operations. In an era of tight budgets and financial accountability, such costs may be viewed as wasteful. Second, it is argued that marketing research activity is used to pry into the private lives of those who live within the institution's service area. Third, marketing typically is considered to be a mechanism through which the target population can be manipulated. Clearly, these ethical issues must be dealt with before community colleges can successfully implement a marketing management approach.

Community college leaders also must justify undertaking such a purposeful marketing approach. It may be argued that such efforts will develop a greater public awareness and provide greater consumer satisfaction, since the emphasis is on the precise identification of the needs of specific target groups. The marketing approach described herein utilizes data-based information for decision-making; through its use institutions may be able to operate with greater efficiency.

Vavrek (1975) maintained that the functions and processes in a marketing management model can help institutions become even more service-oriented and in the "people business." As a result of continuing inflation, increased competition for enrollments, and the expansion of financial aid programs, the student is becoming a powerful consumer of educational programs. Community college leaders may be faced with the prospect of implementing an educational management model which provides programs that effectively meet the constantly changing needs of relevant target groups.

Whether or not they are aware of it, most community colleges already are using many sound marketing strategies in their daily operations. As Keim (1979, p. 10) wrote:

> We already know about marketing; all we really need to do is apply our good sense to some basic principles and work the territory, just as we always have. There is no magic to marketing.

Apparently, the critical issue is not whether to market or not to market, but how purposefully marketing principles are to be applied.

Although there are other issues to be faced by administrators and policymakers of two-year, postsecondary educational institutions, the four identified above may be of critical importance in the coming decade; i.e., (1) "How will these institutions respond to the changing nature of the community college student?" (2) "Can these institutions continue to be all things to all people?" (3) "Will these institutions remain committed to their egalitarian philosophy?" and (4) "Will events in the 1980s create a need for a purposive marketing approach to community college management?"

To make sound policy decisions that will speak to these critical issues and guide the community college through the 1980s, community college leaders will need to develop and maintain a current and accurate information base on the nature of these institutions, and particularly on the clientele enrolling therein. Perhaps even more important is the challenge to make the necessary changes in policies, programs, and educational practices based on information about who is being served by these institutions and in what ways.

The Problem

With the major goals of excellence in educational programs and comprehensive learning opportunities, the renewed emphasis on accountability, and the diverse and changing adult student population, there is a greater need than ever before to assess student characteristics on a regular and continuing basis.

Detailed knowledge of the demographic, socioeconomic, academic, and attendance characteristics of its enrollees is of utmost importance to the North Carolina Community College System as it strives to provide excellence in programs and comprehensive learning opportunities for the State's adult population. In ongoing efforts to generate this essential information, three major studies of NCCCS students have been conducted in the past decade. In 1968, Bolick (1969) developed a socioeconomic profile of 11,184 credit students enrolled in 42 institutions. Phillips' (1970) 1969 study provided data on 9,545 noncredit or continuing education adult learners. Shearon, Templin, and Daniel (1976) collected and analyzed information from 10,074 credit and noncredit students during the spring of 1974. The findings of these three studies provided ample evidence of considerable diversity among the students enrolled in the NCCCS and that student characteristics change over time. The major purpose of the present study was to help facilitate the updating of information about NCCCS enrollees through a systematic gathering and analysis of data on the 1979 enrollees in the NCCCS.

Objectives

The specific objectives of this study were to:

1. Develop distinguishing profiles of currently enrolled adult learners in terms of program area in which enrolled (curriculum or continuing education) and selected demographic, socioeconomic, academic, and attendance characteristics.

2. Develop subprofiles of currently enrolled adult learners in terms of program in which enrolled (college-transfer, general education, special credit, technical, vocational, academic extension, fundamental education, or occupational extension) and selected demographic, socioeconomic academic, and attendance characteristics.

3. Determine curriculum and continuing education students' value orientation toward education and the institutional characteristics that influenced them to attend.

4. Determine recruitment strategies that were the source of greatest influence in curriculum and continuing education students' decisions to attend and were the sources of first information regarding the program in which they enrolled.

5. Provide demographic and socioeconomic profiles of North Carolina's projected 1979 adult population (18 years of age or older) to serve as a basis for comparison with the 1979 curriculum and continuing education student population.

6. Replicate and update data from the 1968, 1969, and 1974 studies of curriculum and continuing education students enrolled in the NCCCS for the purpose of detecting changes in student profiles.

7. Determine curriculum and continuing education students' evaluation of support services offered by the institutions and which of these services are the most important to the students.

8. Determine curriculum and continuing education students' opinions of what standard name should be used for all NCCCS institutions and their feelings regarding the use of a standard name.

9. Analyze and summarize relationships between educational program area in which enrolled and selected demographic, socioeconomic, academic, and attendance characteristics of students enrolled in 1979.

Research Questions

Research questions formulated to guide the collection of data and the development of descriptive profiles of adult learners enrolled in the NCCCS, 1979, were the following.

1. Who are the students being served by the NCCCS in terms of program area in which enrolled (curriculum or continuing education); selected demographic, socioeconomic,

academic, and attendance characteristics; and institutional characteristics that influenced them to attend?

2. Which students are enrolling in what educational programs?

3. What is the proportion of students enrolled in the NCCCS as compared to the proportion of the State's projected 1979 adult population who are eligible to enroll, in terms of selected demographic and socioeconomic characteristics?

4. What adult population group(s) is/are not being served by the NCCCS in terms of selected demographic and socioeconomic characteristics?

5. What changes have occurred in the profiles of NCCCS students during the past 5 and 10 years, respectively?

6. Which students in what educational program areas would least likely continue their education were it not for the existence of these institutions, in terms of selected demographic and socioeconomic characteristics?

7. Which students in what educational program areas would be least likely to attend one of these institutions as the distance traveled to class increases?

8. Which students in what educational program areas would be least likely to attend one of these institutions as their first choice over other forms of postsecondary education?

9. What forms of recruitment strategies influenced students in different educational program areas to attend these institutions and served as the first source of information about the program in which they enrolled?

10. Which curriculum students in what programs are receiving financial aid and what are the sources and amounts of that aid in terms of selected demographic and socioeconomic characteristics?

11. Which students in what educational program areas are employed and to what extent?

12. Which students in what educational program areas plan to work toward a four-year college degree?

13. Which students in what educational program areas plan to work in North Carolina following the completion of their educational programs?

14. What are the students' value orientations toward education as related to educational program area and selected demographic and socioeconomic characteristics?

15. What institutional characteristics most influenced students to attend these institutions as related to educational program area and selected demographic and socioeconomic characteristics?

16. How do curriculum and continuing education students rate support services offered by their institutions and which of these services do they consider to be important?

17. What are curriculum and continuing education students' opinions of and feelings about the use of a standard name for all NCCCS institutions?

Definition of Terms

The following terms, used throughout this report, are defined and included here for clarity in presentation of the study findings.

Academic characteristics: the academic characteristics examined in this study were: (1) prior full-time enrollment in a four-year college/university, (2) GED score, (3) high school grade average, and (4) high school rank.

Academic extension: those educational activities, offered on a noncredit basis, which are designed to provide enrichment in the areas of the humanities, philosophy, mathematics, politics, and the social sciences.

Attendance characteristics: attendance characteristics selected for study were: (1) program in which enrolled, (2) time of class attendance, (3) location of classes, (4) hours in class/week, (5) classes this quarter, (6) distance to class, (7) trips to class/week, (8) number of quarters enrolled, (9) would have attended another institution had this one not existed, (10) this institution first choice, (11) source of influence to attend, (12) source of first information about program, (13) sources of income, (14) sources of financial aid, (15) amount of financial aid, (16), cost of books and supplies, (17) rent while attending, (18) plans to enroll in a degree program, (19) plans for a four-year college degree, and (20) employment plans after completing educational program.

College-transfer: those educational activities for which course credit is given and which the student who transfers to a four-year college/university can substitute for the first two years of credit toward a four-year college degree.

During the two years at the community college, the student receives a general education in English, mathematics, humanities, science, and social science. The program culminates in a two-year Associate in Arts, Associate in Fine Arts, or Associate in Science degree.

Community college: a two-year, public, postsecondary educational institution, operating under the provisions of Chapter 115-D of the North Carolina General Statutes, which offers (1) freshman and sophomore courses of a college of arts and sciences; (2) courses in general adult education; (3) organized credit courses for the training of technicians; and (4) technical, vocational, and trade speciality courses.

Continuing education program area: refers to all noncredit educational activities offered in a community/technical college or technical institute, i.e., academic extension, fundamental education, occupational extension, and recreation extension programs.

Curriculum program area: refers to all educational activities for which course credit is given in a community/technical college or technical institute, i.e., college-transfer, general education, special credit, technical, and vocational programs.

Demographic characteristics: the selected demographic characteristics examined in this study were: (1) age, (2) sex, (3) race, (4) marital status, (5) veteran status, (6) residency, (7) location of institution, and (8) residence while enrolled.

Fundamental education: those noncredit educational activities designed to provide adult learners with an elementary and secondary education, i.e., adult basic education (ABE), adult high school, and general educational development (GED) programs.

General education: those educational activities, for which course credit is given, that are designed for adults who wish to broaden their education, with emphasis on personal interest, growth, and development. Such programs may involve a cluster of general education courses from one or more disciplines, 30 to 40 quarter-hours of general education and interest courses culminating in a General Education Certificate, or 96 quarter-hours of general education and interest courses culminating in an Associate in General Education degree.

Institutional characteristics: as used in this study, include: (1) educational programs or courses available, (2) financial assistance available, (3) job placement services, (4) location (nearness to the student's work or home), (5) low cost, (6) open-door admissions policy, (7) quality of instruction, (8) student-centered instruction and activities, and (9) "other" to be specified.

North Carolina Community College System: The system of 58 public community colleges, technical colleges, and technical institutes which is under the administration of the North Carolina Department of Community Colleges and the State Board of Community Colleges as defined in Chapter 115-D of the North Carolina General Statutes.[5] The constituent members of the North Carolina Community College System offer one-year and two-year college programs leading to a degree or diploma, and noncredit continuing education programs leading to a certificate. The institutions are nonresident, multipurpose, and community-centered.

Occupational extension: those noncredit educational activities in the areas of technical occupations, agriculture, distribution/marketing, home economics, health and safety, office, and trades/industry which are designed to upgrade persons in their jobs--either help them develop new skills, become more proficient in their vocations, or train them for an occupation.

Primary income: students were asked if their parents provided more than one-half of their support; if the answer was positive, the parents' 1978 income was considered as primary; if the answer was negative, the student's 1978 income was considered as primary.

Rank order: an ordinal ranking procedure that utilizes some criterion or criteria on which ranks are based. Rank-ordering thus assigns numbers to objects or variables and arranges them in numerical order.

Socioeconomic characteristics: in this study refers to (1) student's education, (2) father's education, (3) mother's education, (4) head-of-household, (5) student's income, (6) parents' income, (7) primary income, and (8) occupation head-of-household.

Special credit: a category of students who are enrolled in educational activities for which course credit is given, but who are designated as not being officially in a degree, diploma, or certificate program.

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[5] At the time the survey was conducted (spring, 1979), the North Carolina Community College System consisted of 57 member institutions, the title "technical college" had not come into usage, and the Community College System was administered by the Department of Community Colleges and the State Board of Education.

Technical institute (college): a two-year, public, post-secondary educational institution, operating under the provisions of Chapter 115-D of the North Carolina General Statutes, which offers (1) courses in general adult education, (2) organized special credit courses for training technicians, and (3) technical, vocational, and trade speciality courses.

Technical program: all educational activities, generally two years in length, which are given for course credit at a community/technical college or technical institute, are designed to prepare students for entry-level jobs in occupations recognized as paraprofessional, and which lead to an Associate in Applied Science degree.

Value orientation toward education: reasons students give for continuing their education. The choices used in this study were: (1) to be able to contribute more to society, (2) to be able to earn more money, (3) to become more cultured, (4) to gain a general education, (5) to get a better job, (6) to improve my reading and study skills, (7) to improve my social life, (8) to learn more things of interest, (9) to meet interesting people, (10) parents (or spouse) want me to go, and (11) there was nothing better to do.

Vocational program: all educational activities, ranging from one to four quarters in length, which are given for course credit at a community/technical college or technical institute, are designed to train students for entrance into a skilled occupation, and which lead to a certificate or a diploma.

CHAPTER 2

METHODOLOGY

Factors considered in this discussion of the methodological procedures followed in this study of students enrolled in the North Carolina Community College System, 1979, were: (1) the research design, (2) the population, (3) the sample design, (4) the procedure used in constructing the sampling frame, (5) the selection and training of institutional coordinators, (6) the population sample used in the study, (7) construction of the survey instrument, (8) the data collection process, (9) procedures used in analyzing the data collected, and (10) limitations of the study.

Research Design

The cross-sectional survey research design selected for use in the study was considered to be appropriate for collecting standardized descriptive and associational information from a predetermined population at a specific point in time (Borg and Goll, 1976). This type of research design also is called "descriptive" (Hillway, 1964). Such survey designs are practical for identifying trends, current conditions, and potential needs, as well as providing information on which administrative decisions can be based (Hillway, 1964; Mouly, 1970). Survey data can be used to discuss single variables or to look at complex relationships between two or more variables (Borg and Goll, 1976).

Population

The study population consisted of all students enrolled in the North Carolina Community College System during the seventh and eighth weeks of the spring quarter of 1979. Because actual headcount was not available at the time, numbers and procedures provided by the Management Information Services Division, North Carolina Department of Community Colleges, were used to project a total enrollment of 258,431 students. Actual unduplicated headcount enrollment for the spring quarter, 1979, was 236,720 students.

Sample Design

The size of the study population dictated the use of a sample rather than a complete census of students. In collaboration with Charles H. Proctor, Professor of Statistics, North Carolina State University, and R. David Mustian, Professor of Sociology, North Carolina State University, a stratified systematic cluster sample design was selected as the most appropriate and efficient design for this particular study.

The sample was stratified to represent two identifiable subpopulations, or strata, within the total student population--students enrolled in the curriculum program area and students enrolled in the continuing education program area. Each subpopulation was proportionately represented in the sample. In this way, stratified sampling guards against wild samples and assures that subpopulations of interest will not be overlooked.

In systematic sampling, one randomly selects the first element and thereafter draws every "k^th^" element in the sampling frame. For example, a systematic sample of 10% of the names in a telephone directory would begin by selecting one name and then choosing every tenth name thereafter. A systematic sample is more frequently spread uniformly over a population and can thus provide more information than a simple random sample might. Systematic sampling also is relatively easy to use and provides a great deal of information per unit cost. Because each institution involved in the study drew its own sample of students, it was important to select a sampling method that could be easily standardized.

Practical considerations also led to the use of cluster sampling. In this procedure the unit of selection--the cluster--contains two or more population units. Cluster sampling is useful when the population is naturally grouped into units; here the unit of selection, or cluster, was the intact, individual class. Institutional procedures make classes readily accessible, whereas it would be virtually impossible to sample individual students.

Construction of the Sampling Frame

Several factors entered into the decisions about the size of the sample and the manner in which it was to be drawn. These included (1) a desire to provide each participating institution with a reliable profile of its student body while developing statewide information; (2) the need to draw the sample at a comparable point in time at each institution; and (3) the need for minimal disruption of normal academic activities.

Using the aforementioned information supplied by the Department of Community Colleges, the research team calculated enrollment projections for the spring quarter, 1979, for each of the 57 institutions in the NCCCS. A sample size that took into account the effects of stratified cluster sampling was developed for each institution. Thus, every sample reflected the size of the institution and provided each with information as precise as that for the other institutions. The individual institutional samples were summed for a desired systemwide sample of 20,038 students (see Appendix A).

The sample frame within each institution consisted of a list of all classes being offered during the seventh and eighth weeks of the spring quarter, 1979. All curriculum program area classes in operation were listed first, followed by listing all continuing education program area classes. The sample population was stratified into these two major program areas; sampling units for the study were intact, individual classes.

Participation of Institutional Coordinators

The president of each of the 57 community/technical colleges and technical institutes responded affirmatively to a letter inviting his/her institution to participate in the study, and in responding designated an institutional coordinator for that institution. The coordinators were to be responsible for constructing the institution's sampling frame, drawing the sample, orienting instructors to the study, administering the survey in their institution, collecting the completed survey instruments, and returning them to the project staff. Their efforts and professional skills proved to be invaluable to the success of the survey. A list of the institutional coordinators who participated in the survey appears in Appendix B.

Institutional Coordinator Workshops

To assure uniformity of procedures throughout the participating institutions, seven regional workshops were held for the institutional coordinators. The workshops were designed (1) to familiarize the coordinators with the purpose of the study and the potential uses of the survey data, (2) to gain experience in drawing institutional samples, and (3) to discuss strategies for conducting the survey at their respective institutions. Standardized procedures were enhanced by providing each institutional coordinator with a detailed coordinator's handbook, requesting and checking copies of their institutional sampling frames, and maintaining contact through frequent telephone conversations and occasional site visits. A precise description of how the samples were drawn appears in Appendix C.

Actual Sample

As stated earlier, all 57 institutions in the NCCCS participated in the survey. The total desired sample size was 20,028 students; however, 19,829 survey instruments were actually administered. Of that number, a total of 16,408 usable instruments were returned. Response rates within each institution were based upon actual sample size and ranged from 59% to 99%, for a mean response rate of 82%. The procedures used in calculating response rates and the response rate for each institution are presented in Appendix D.

Instrumentation

The 48-item survey instrument was basically a replication and expansion of the instrument used in the 1974 survey of NCCCS students conducted by Shearon, Templin, and Daniel (1976). The 1979 research instrument was pretested with 161 students at three institutions. A portion of the pretest group were interviewed a week later to check the reliability of the instrument. Pretesting was primarily concerned with the proposed use of an optical scan format for scoring the survey instrument. Other than minor rewording of a few questions, the results of the pretest indicated no major difficulties. A more detailed discussion of the pretest results is presented in Appendix E.

Because the instrument was so constructed that the respondent received instructions to answer every question, it was possible to compute the number of nonresponses and inappropriate multiple responses to a single question. Over 90% of the respondents answered all questions except the three that asked for GED score, parents' income, and evaluation of institutional support services. As an additional check on reliability, algorithms were constructed to identify conflicting responses to different questions; for example, a case in which a respondent might report a grammar school education in one question and, in response to a later question in the instrument, might indicate having a baccalaureate. Inconsistent responses showed that 11% of the continuing education students indicated that they were receiving financial aid, presumably because they confused institutional financial aid with other forms of assistance. A complete report of the reliability checks on the survey instrument responses appears in Appendix E. A copy of the final survey instrument appears in Appendix F.

Data Collection

During the seventh and eighth weeks of the spring quarter, 1979, institutional coordinators drew the samples of classes for their institutions, distributed the survey instruments to the instructors of the classes used in the study sample, collected the completed instruments, and returned them to the project staff. In most cases instructors administered the instruments to their students; in a few instances this responsibility was assumed by other staff members.

Data Analysis

When the completed survey instruments were received by the project staff at North Carolina State University, they were checked by hand for stray marks and responses that could not be registered by the optical scanning equipment. The edited instruments then were taken to the National Testing Service Corporation, Durham, North Carolina, where they were machine scanned and the data were transferred to computer discs.

Because intact classes were the ultimate samplin units in the study, a student's probability of being included in the sample depended upon the number of classes in which he/she was enrolled. To prevent distortion in the findings that would result from these unequal probabilities, each individual's responses were weighted by a procedure based on the number of classes in which he/she was enrolled (see Appendix G, Weighting Procedures) This weighting procedure assured that students enrolled in five classes, for example, would not have five times the "impact" of students enrolled in a single class.

Because of the great variation in enrollments at the 57 institutions, an additional weighting procedure was used when the institutional data were pooled for the statewide sample. In this weighting procedure, which was based on institutional enrollment, the data were adjusted so that each institution contributed an amount of information to the total state enrollment proportional to the percentage of those students it actually represented. The institutional weighting process is described in Appendix G.

After subjection to the two weighting procedures, the sample information generally fell within one percentage point of the actual population parameters for the spring quarter, 1979, as presented in later institutional reports to the Department of Community Colleges.

Tables were constructed to show weighted percentage distributions and unweighted frequencies of all variables in the study as related to the broad educational program areas of curriculum and continuing education and to the general programs within each of these program areas. Curriculum programs were: (1) college-transfer, (2) general education,

(3) special credit, (4) technical, and (5) vocational. Continuing education programs were: (1) academic extension, (2) fundamental education, (3) occupational extension, and (4) recreation extension.[1]

The only data subjected to statistical testing dealt with the comparisons of the sample population with the projected 1979 North Carolina adult population. The chi-square goodness-of-fit test was used to reveal statistically significant differences (.05 level of probability) that might exist between the proportion of responses due to factors other than chance.

Limitations

Five major limitations to the survey data must be considered when interpreting the findings of this study. The most important limitation is that the sample was collected at one point in time during the spring quarter, 1979. While curriculum classes generally are a full quarter in length, continuing education classes tend to be of shorter duration and to begin at different times during the quarter. Consequently, all of the spring quarter, 1979, continuing education classes could not be included in the sampling frame, and there was no way to judge how representative were the continuing education program students who were enrolled during the seventh and eighth weeks of that quarter.

The survey relied on self-report. Pretesting revealed no tendency for students to misunderstand the questions or misrepresent facts in their responses, but the possibility must be allowed.

The wide range of response rates among institutions (59% to 99%) could introduce bias if students within a given institution had some reason for not responding or if certain types of classes were systematically omitted from the sample. Again, unanswered questions also could introduce bias; it is not possible, for example, to tell whether students who failed to report parental income were a representative sample of the total group.

Comparisons between the student population and the general adult population of North Carolina must be considered as tentative because they were based upon projections of North Carolina adult population parameters for 1979. These projections were made by R. David Mustian, Professor of Sociology, North Carolina State University, on the basis of 1970 U.S. Census data, and are estimates rather than observed values.

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[1] Although included in the survey instrument, recreation extension program data were not analyzed because of the small number of respondents in that program.

CHAPTER 3

FINDINGS OF THE STUDY

The findings of this study of students enrolled in the North Carolina Community College System, 1979, are presented in the following sequence: (1) students enrolled in curriculum and continuing education program areas; (2) students being served in curriculum programs; (3) students being served in continuing education programs; (4) comparisons between curriculum and continuing education students enrolled in the NCCCS, 1979, and North Carolina's projected 1979 adult population; (5) profile changes in the curriculum student population between 1968, 1974, and 1979; (6) profile changes in the continuing education student population between 1969, 1974, and 1979; (7) enrollment changes as compared to changes in the adult population of North Carolina between 1974 and 1979; and (8) a summary and analysis of relationships.

Students Enrolled in Curriculum and Continuing Education Program Areas

The demographic, socioeconomic, academic, and attendance characteristics of curriculum and continuing education students are described in this section. Also described are their value orientations toward education, institutional characteristics that influenced them to attend, their evaluations of the support services offered and the importance of these services, and their opinions of and feelings about the use of a standard name for all NCCCS institutions.

No single description can adequately portray the "typical" student in NCCCS institutions. The students are as varied as the communities their institutions serve. Differences between curriculum and continuing education students are particularly striking, but even the descriptions that follow oversimplify the extent of the variations among students within these major program areas.

The typical curriculum student is a 25-year-old, white, single or married female who is head of her household. She works full time or part time in a white-collar occupation at which she earns less than $4.00 per hour. If married, her 1978 family income was about $12,000. This student enrolls in one or two courses per quarter and attends classes on the main campus during the day. She is a B-average high school graduate and most likely is enrolled in a technical or vocational program.

The typical continuing education student is even more difficult to describe since the noncredit course category can include the professional following a specific academic interest, the retiree seeking a second career, or the man or woman who is learning basic literacy skills. The typical continuing education student most likely is a 38-year-old, married, white female who lives with her spouse. Her 1978 family income was between $10,000 and $12,000. She is a high school graduate whose parents have less than an eighth-grade education. This continuing education student is very likely to be enrolled in an occupational extension program, attending one class a week in the evening at an off-campus site. She is employed full time.

Demographic Characteristics

Demographic characteristics observed were: (1) age, (2) sex, (3) race, (4) marital status, (5) veteran status, (6) North Carolina residency, (7) location of institution, and (8) residence while enrolled. Weighted percentage distributions of curriculum and continuing education students by age, sex, race, marital status, and veteran status appear in Table 1.

Age

Curriculum students were much younger than continuing education students, with 87% of the former as compared to 52% of the latter reporting that they were under 40 years of age. Median ages for the two groups were 25 and 38, respectively. Further analysis revealed that median ages for curriculum students ranged from 22 for college-transfer students to 31 for special credit students. For the continuing education group, this range was from 28 for fundamental education students to 44 for academic extension students.

Sex and Race

Although males and females participated almost equally in curriculum programs, over 70% of the continuing education students were females. Three out of four students were white, and virtually all students in the nonwhite category were black. Racial groups appeared to be distributed equally between curriculum and continuing education program areas.

Marital Status

In keeping with the foregoing age differences, the typical curriculum student was as likely to be single or engaged

Table 1. Weighted percentage distribution of curriculum and continuing education students enrolled in the North Carolina Community College System, 1979, by age, sex, race, marital status, and veteran status

Variable	Students[a]	
	Curriculum	Continuing education
Age, yr:		
22 or less	39.1	13.1
23-29	28.0	18.5
30-39	19.9	20.5
40-49	8.3	13.3
50-59	2.7	12.7
60-69	1.8	11.0
70 or more	0.3	10.9
Total	100.1	100.0
	(11,774)	(4327)
Sex:		
Male	46.4	28.8
Female	53.6	71.2
Total	100.0	100.0
	(11,835)	(4384)
Race:		
Black	20.9	20.8
American Indian	1.7	1.8
White	76.5	76.8
Asian	0.5	0.2
Other	0.7	0.4
Total	100.0	100.0
	(11,743)	(4320)
Marital status:		
Single or engaged	45.0	18.0
Married	45.1	61.5
Widowed	1.5	13.3
Separated	3.5	2.8
Divorced	4.8	4.4
Total	100.0	100.0
	(11,822)	(4371)
Military veteran:		
Yes	24.9	10.1
No	75.1	89.9
Total	100.0	100.0
	(11,810)	(4341)

[a] Numbers in parentheses in this and subsequent tables represent the total number of persons responding in the respective category.

as married, while three out of five of the continuing education students were married.

Veteran Status

One-fourth of the curriculum students and one-tenth of the continuing education students were military veterans. Even when sex distributions were taken into account, males in curriculum programs still were more likely to be veterans than were males in continuing education programs.

Residency, Location of Institution, and Residence While Enrolled

The weighted percentage distributions of curriculum and continuing education students, by the demographic characteristics of residency, location of institution, and residence while enrolled appear in Table 2.

A large majority of the respondents were North Carolina residents. Continuing education students were somewhat less likely than their curriculum counterparts to commute to class from a county outside that in which their institution is located. Although three-fourths of the curriculum students lived with their spouse or parents, there was more variety in the living arrangements of continuing education students--a majority resided with a spouse, but about one-third lived alone, with parents, or in a living arrangement not listed on the survey instrument.

Socioeconomic Characteristics

The socioeconomic characteristics selected for study were: student's education, father's education, mother's education (Table 3), head-of-household, student's income, parents' income, primary income, occupation head-of-household (Table 4), student's employment status, hours worked/week for wages, and wages/hour (Table 5).

Education--Student and Parents

Almost all of the curriculum students (96%) had a high school education or better as compared to slightly less than two-thirds (64%) of the continuing education group (Table 3). The mothers of students in both groups tended to have slightly more formal education than the fathers, but curriculum students' parents were considerably more likely than continuing education students' parents to have completed high school.

Table 2. Weighted percentage distribution of curriculum and continuing education students enrolled in the North Carolina Community College System, 1979, by residency, location of institution, and residence while enrolled

Variable	Students	
	Curriculum	Continuing education
North Carolina resident:		
Yes	97.8	99.3
No	2.2	0.7
Total	100.0	100.0
	(11,835)	(4346)
Institution located in home county:		
Yes	69.8	85.0
No, commute from other North Carolina county	18.2	8.9
No, moved to attend	5.7	1.2
No, moved for other reasons	6.4	5.0
Total	100.1	100.1
	(11,835)	(4346)
Residence while enrolled:		
Parents	31.3	10.5
Spouse	43.6	59.1
Children	4.5	4.8
Other relatives	2.3	1.9
Board	0.8	0.4
Live by myself	9.3	11.4
Live with friends	3.8	1.4
Other not listed	4.4	10.5
Total	100.0	100.0
	(11,833)	(4326)

Overall, the students were better educated than their parents. Almost half of the curriculum students (49%) had formal education beyond high school as compared to one-fifth of their parents. Among continuing education students, almost one-third reported more than 12 years of education as compared to about 15% of their mothers and fathers (Table 3).

Head-of-Household

Curriculum students were more likely than continuing education students to report a parent as head-of-household.

Table 3. Weighted percentage distribution of curriculum and continuing education students enrolled in the North Carolina Community College System, 1979, by student's education, father's education, and mother's education

Variable	Students	
	Curriculum	Continuing education
Student's education:		
Less than 7th grade	0.2	9.2
7th-8th grade	0.6	8.0
9th-11th grade	2.8	18.7
High school graduate	40.0	29.2
GED	7.8	2.9
High school + 1 yr	16.7	6.3
High school + 2-3 yr	23.5	9.9
College graduate	6.2	10.6
Graduate work	2.2	5.2
Total	100.0	100.0
	(11,515)	(4186)
Father's education:		
Less than 7th grade	15.9	31.2
7th-8th grade	14.8	19.1
9th-11th grade	18.3	13.9
High school graduate	26.4	20.5
GED	2.1	1.3
High school + 1 yr	3.2	2.4
High school + 2-3 yr	6.9	4.1
College graduate	9.1	5.0
Graduate work	3.4	2.5
Total	100.1	100.0
	(11,309)	(3871)
Mother's education:		
Less than 7th grade	8.1	25.3
7th-8th grade	11.7	16.9
9th-11th grade	22.0	18.8
High school graduate	35.7	24.7
GED	2.1	1.1
High school + 1 yr	4.6	3.1
High school + 2-3 yr	6.5	5.1
College graduate	7.1	3.9
Graduate work	2.1	1.2
Total	99.9	100.1
	(11,391)	(3897)

Nonetheless, among both groups, the student was most likely to report self or spouse as the household head (Table 4).

Income--Student, Parents, and Primary

About half (47%) of the curriculum students had incomes of less than $8,000 in 1978, while approximately one-half (48%) of those whose parents were living reported parents' income at $12,000 or more. This trend was reversed for continuing education students, who generally reported a higher income for themselves than for their parents. Slightly over one-half of the continuing education students had a 1978 income of $10,000 or more, while the median income for their parents was less than $10,000 (Table 4).

The third category, primary income, was examined in the belief that the socioeconomic status of a student whose parents provided more than 50% of his/her support is better reflected by the parents' income than the student's income. Primary income for students who reported that their parents provided the major part of their financial support was based on the parents' 1978 income. Primary income for students reporting that their parents did not provide more than 50% of their support was based on the student's 1978 income.

The primary income data (Table 4) indicated that curriculum students were from slightly higher income backgrounds than continuing education students. Slightly less than one-half (49%) of the curriculum students had a primary income of $12,000 or more in 1978, while over one-half (55%) of the continuing education students had a 1978 primary income of less than $12,000.

Occupation Head-of-Household

The data in Table 4 indicate that, with the exception of the greater proportion of continuing education students reporting that their household head was a full-time student, homemaker, or retiree, the head-of-household's occupation did not differ greatly between curriculum and continuing education students. When observed by occupational categories of white collar, blue collar, unskilled, and farm, all major occupations were included in the students' backgrounds. Little difference was noted between curriculum and continuing education students when observed by these major occupational categories.

Table 4. Weighted percentage distribution of curriculum and continuing education students enrolled in the North Carolina Community College System, 1979, by head-of-household, student's income, parents' income, primary income, and occupation head-of-household

Variable	Students	
	Curriculum	Continuing education
Head-of-household:		
Father	28.6	8.3
Mother	8.4	3.5
Self	39.8	39.6
Spouse	20.9	42.2
Other relative	1.4	1.8
Other not listed	1.0	4.6
Total	100.0	100.0
	(11,769)	(4277)
Student income, 1978:		
Under $2,000	20.7	16.0
$ 2,000- 2,999	6.3	6.1
$ 3,000- 3,999	5.5	4.8
$ 4,000- 4,999	3.9	3.4
$ 5,000- 5,999	4.4	3.6
$ 6,000- 6,999	4.3	4.0
$ 7,000- 7,999	4.2	4.2
$ 8,000- 9,999	7.5	6.7
$10,000-11,999	7.2	8.0
$12,000-14,999	10.1	10.8
$15,000-19,999	10.8	12.3
$20,000-24,999	7.4	8.9
$25,000 or over	7.5	11.3
Total	100.0	100.1
	(10,747)	(3894)
Parents' income, 1978:		
Under $2,000	4.7	6.3
$ 2,000- 2,999	3.4	3.7
$ 3,000- 3,999	4.0	4.1
$ 4,000- 4,999	3.6	3.2
$ 5,000- 5,999	3.4	3.1
$ 6,000- 6,999	4.2	4.0
$ 7,000- 7,999	4.7	4.3
$ 8,000- 9,999	6.9	5.7
$10,000-11,999	8.7	5.4
$12,000-14,999	11.2	5.9
$15,000-19,999	10.9	7.5
$20,000-24,999	9.9	4.4
$25,000 or over	16.3	8.6
Parents deceased	8.1	33.7
Total	100.0	99.9
	(9,572)	(3059)

Table 4 (continued)

	Students	
Variable	Curriculum	Continuing education
Primary income, 1978:		
Under $2,000	8.9	13.6
$ 2,000- 2,999	4.3	6.0
$ 3,000- 3,999	4.0	4.5
$ 4,000- 4,999	3.5	3.4
$ 5,000- 5,999	4.3	3.7
$ 6,000- 6,999	4.3	3.9
$ 7,000- 7,999	4.6	4.4
$ 8,000- 9,999	8.0	6.9
$10,000-11,999	8.6	8.3
$12,000-14,999	12.6	11.2
$15,000-19,999	13.6	13.1
$20,000-24,999	10.2	9.1
$25,000 or over	13.0	11.8
Parents deceased	0.2	0.2
Total	100.1	100.1
	(11,769)	(4277)
Occupation head-of-household:		
Professional/technical	11.8	11.5
Owner/manager	12.3	10.0
Sales, clerical	10.8	7.1
Crafts, foreman	15.0	13.5
Operatives	9.8	9.3
Labor, nonfarm	3.8	2.8
Service	7.3	6.3
Farm owner/manager	2.1	2.5
Farm worker	0.8	1.1
Domestic	0.6	1.3
Student, retired, homemaker	9.3	18.2
Other not listed	16.5	16.6
Total	100.1	100.2
	(11,571)	(4190)

Employment Status--Student

The students' responses indicated that the majority were employed (Table 5). However, more than three times as many continuing education as curriculum students described themselves as homemakers or retirees and thus not part of the labor market.

Table 5. Weighted percentage distribution of curriculum and continuing education students enrolled in the North Carolina Community College System, 1979, by employment status, hours worked per week for wages, and wages per hour

Variable	Students	
	Curriculum	Continuing education
Employment status:		
Working full time	43.1	45.1
Working part time	21.7	10.0
Homemaker	6.2	15.3
Retired	3.0	15.9
Unemployed	25.9	13.7
Total	100.0	100.0
	(11,754)	(4320)
Hours worked/week for wages:		
Less than 5	2.6	2.0
5-9	2.6	2.4
10-19	7.0	3.5
20-29	8.9	3.9
30-39	7.8	7.6
40-45	29.8	29.2
46-49	5.2	5.4
More than 49	3.1	4.3
Not a wage earner	33.1	42.7
Total	100.1	100.0
	(11,777)	(4317)
Wages/hour:		
Less than $3.00	12.5	10.9
$3.00-3.49	13.3	9.3
$3.50-3.99	7.8	7.3
$4.00-4.49	6.4	5.0
$4.50-4.99	5.4	3.8
$5.00-5.99	7.0	6.7
$6.00-6.99	4.2	4.2
$7.00-8.99	4.4	3.6
$9.00 or more	3.0	3.7
Not a wage earner	36.0	45.6
Total	100.0	100.1
	(11,634)	(4164)

Hours Worked/Week for Wages and Wages/Hour

Employed students were most likely to work full time--40 to 45 hours a week. There was little difference in the hourly wage earned by curriculum and continuing education students. Approximately one-half of those who worked in both groups reported earnings of less than $4.00 per hour (Table 5).

Academic Characteristics

Data related to the academic characteristics of (1) prior full-time enrollment in a four-year college/university, (2) GED score, (3) high school grade average, and (4) high school rank appear in Table 6.

Among all respondents, nearly one in four reported prior full-time enrollment in a four-year college/university.

Among the curriculum students who had taken the GED tests (7%), 86 percent had scored 225 (passing) or better. Among the continuing education students who had taken the GED (4%), 62% had achieved this score.

About three-fourths of the curriculum students and two-thirds of the continuing education students who had attended high school reported maintaining a B grade average or better. The continuing education group included the larger proportion of those respondents who had not attended high school.

The larger proportion of both curriculum and continuing education students reported being in the middle one-third of their graduating class. Again, continuing education students were more likely not to have attended high school than were curriculum students.

Attendance Characteristics

The attendance characteristics of the study respondents are discussed in this section under the categories of (1) general attendance and enrollment characteristics (program in which enrolled, time of attendance, location of classes, hours in class/week, classes this quarter, distance to class, trips to class/week, and total number of quarters enrolled); (2) choice of institutions; (3) source of influence to attend and first information about program or course; (4) sources of income, sources and amount of financial aid, and expenses; and (5) education and employment plans.

Table 6. Weighted percentage distribution of curriculum and continuing education students enrolled in the North Carolina Community College System, 1979, by prior full-time enrollment in a four-year college/university, GED score, high school grade average, and high school rank

Variable	Students	
	Curriculum	Continuing education
Prior full-time enrollment in a 4 yr college/university:		
Yes	22.9	22.4
No	77.1	77.6
Total	100.0	100.0
	(11,854)	(4372)
GED score:		
Did not take	92.9	96.2
Below 225	1.0	1.4
225 or above	6.1	2.3
Total	100.0	99.9
	(9,852)	(3817)
High school grade average:		
A (90-100)	16.4	18.3
B (80-90)	54.9	45.1
C (70-79)	26.0	20.6
Below C (below 70)	1.6	2.0
Did not attend	1.2	14.0
Total	100.1	100.0
	(11,794)	(4267)
High school rank:		
Upper one-third of class	32.7	30.2
Middle one-third of class	50.8	34.3
Lower one-third of class	6.1	3.4
Did not graduate	10.4	32.2
Total	100.0	100.1
	(11,682)	(4165)

General Attendance and Enrollment Characteristics

Data pertaining to general attendance and enrollment characteristics are presented in Table 7.

The respondents in this study showed a strong preference for career-related, occupation-oriented programs. More than

Table 7. Weighted percentage distribution of curriculum and continuing education students enrolled in the North Carolina Community College System, 1979, by program, time of attendance, location of classes, hours in class per week, classes this quarter, distance to class, trips to class/week, and total number of quarters enrolled

Variable	Students	
	Curriculum	Continuing education
Program:		
College-transfer	11.1	
General education	2.6	
Special credit	14.3	
Technical	52.8	
Vocational	19.2	
	100.0	
	(11,888)	
Academic extension		29.2
Fundamental education		13.4
Occupational extension		57.3
Recreation extension		0.1
Total		100.0
		(4415)
Time of attendance:		
Day	60.3	38.8
Evening (after 5:00 p.m.)	39.7	61.2
Total	100.0	100.0
	(11,843)	(4374)
Location of classes:		
Main campus	84.4	28.2
Residence or work	1.7	10.5
Branch campus	4.1	9.4
Other off-campus site	9.8	51.9
Total	100.0	100.0
	(11,808)	(4331)
Hours in class/week:		
1-5	21.8	61.4
6-10	19.0	26.6
11-15	20.6	4.9
16-20	14.7	3.3
21-25	8.7	0.9
26-30	9.0	1.0
More than 30	6.3	2.0
Total	100.1	100.1
	(11,834)	(4378)

Table 7 (continued)

Variable	Students	
	Curriculum	Continuing education
Classes this quarter:		
1	31.3	88.1
2	19.9	8.2
3	17.8	2.0
4	17.7	0.9
5	9.5	0.6
6	2.9	0.1
7 or more	0.9	0.1
Total	100.0	100.0
	(11,704)	(4198)
Distance to class, one way, mi:		
Less than 1	5.5	22.1
1-5	28.1	36.1
6-10	25.1	20.8
11-15	14.8	10.4
16-20	11.0	5.0
21-25	6.4	2.8
26-30	3.8	1.3
31-35	2.2	0.5
More than 35	3.2	1.0
Total	100.1	100.0
	(11,834)	(4337)
Trips to class/week:		
1	12.2	53.6
2	18.5	28.0
3	8.6	5.1
4	11.8	4.3
5	38.5	7.0
6	2.8	0.8
7 or more	7.4	1.1
Total	99.8	99.9
	(11,780)	(4355)
Quarters enrolled:		
1 (first)	17.1	40.1
2	11.9	16.8
3	28.2	12.7
4	7.2	7.8
5	4.9	4.3
6	9.1	4.1
7	7.9	1.8
8	2.9	2.1
9 or more	10.9	10.5
Total	100.1	100.2
	(11,836)	(4374)

half (53%) of the curriculum students were enrolled in technical programs; an additional 19% in vocational programs. An equally large proportion of continuing education students (57%) were enrolled in occupational extension courses.

Approximately 60% of the curriculum group attended most of their classes during the day. The remainder attended at least one-half of their classes after 5:00 p.m. These proportions were reversed for continuing education students.

Virtually all curriculum students attended classes on their institution's main or branch campus. This was not the case for continuing education students; about two-thirds reported that the majority of their classes were held at the residence or work site, or at some other off-campus location.

About 60% of the curriculum students attended classes 15 or fewer hours/week, and slightly more than half (51%) of them were enrolled in one or two classes. Contrasted to curriculum students, the continuing education group attended classes considerably fewer hours per week and were enrolled in fewer courses. About 60% attended class 5 or fewer hours/week, and 9 out of 10 were enrolled in a single course.

Students tended to live or work close to their institutional site. Almost 60% of the curriculum students traveled less than 11 miles, and only 5% traveled more than 30 miles to attend class. In contrast, almost 60% of the continuing education students traveled 5 or fewer miles to class and only 6% lived or worked more than 20 miles away. Despite the greater travel distances, curriculum students made considerably more trips to class each week, averaging four trips as compared to the typical continuing education student's single trip (Table 7).

Both groups of students were continuous learners. Only 17% of the curriculum students and 40% of the continuing education students were enrolled for the first time during the quarter in which they were surveyed.

Choice of Institutions

Sixty-one percent of the curriculum students, in contrast to 21% of the continuing education students, indicated that they would have attended another institution if their institution had not existed (Table 8). However, the institution had been the overwhelming first choice among all students: 78% of curriculum and 94% of continuing education students. Among those curriculum students who would have preferred another type of postsecondary educational institution, their first choice would have been either a public university (53%) or another community college or technical

Table 8. Weighted percentage distribution of curriculum and continuing education students enrolled in the North Carolina Community College System, 1979, by would have attended another institution had this one not existed and this institution was first choice

Variable	Students Curriculum	 Continuing education
Would have attended another institution had this one not existed:		
Yes	61.4	21.4
No	38.6	78.6
Total	100.0 (11,836)	100.0 (4332)
This institution was first choice:		
Yes	78.2	93.8
No, other CC/TI	5.0	1.7
No, private 2 yr college	0.9	0.4
No, private trade or professional school	1.1	0.5
No, public university	11.6	1.7
No, private university	1.6	0.2
No, other not listed	1.7	1.8
Total	100.1 (11,796)	100.1 (4225)

institute (23%). Continuing education students who would rather have attended a different institution varied considerably in their preferences (see also Appendix Table 1).

Sources of Influence and First Information

The impact of sources that influenced the student's decision to attend his/her institution differed. Among curriculum students, 32% cited a friend or family member as the most influential factor, followed by 22% who cited institutional sources--recruiter, literature, or media (Table 9). Institutional sources, predominately recruiters, influenced 39% of the continuing education students. The second most influential set of factors for this group was friends and family members. Employers and counselors from other agencies ranked third, followed by influence of a student who was enrolled at the institution.

Table 9. Weighted percentage distribution of curriculum and continuing education students enrolled in the North Carolina Community College System, 1979, by source of most influence to attend and source of first information about program

Variable	Students	
	Curriculum	Continuing education
Source of most influence to attend:		
Recruiter or other institutional personnel	11.3	25.1
Literature from institution	8.8	7.3
Radio, TV, newspaper	2.3	6.8
Employer	6.1	7.0
Personnel, 4 yr college	1.9	0.7
High school personnel	4.8	0.7
Mother	7.5	2.5
Father	4.0	0.7
Spouse	9.5	6.8
Child	0.8	1.9
Other relative	4.2	5.2
Student at this institution	9.0	9.1
Friend, not student	6.4	6.9
Social service agency	1.3	2.5
Other not listed	22.1	16.9
Total	100.0	100.1
	(11,726)	(4314)
Source of first information about program:		
Recruiter or other institutional personnel	19.0	27.0
Literature from institution	25.1	10.9
Radio, TV, newspaper	4.0	12.6
Employer	4.4	6.5
Personnel, 4 yr college	1.5	0.6
High school personnel	6.6	1.2
Mother	1.3	1.4
Father	1.3	0.3
Spouse	1.3	2.2
Child	0.2	1.0
Other relative	3.5	5.1
Student at this institution	13.0	10.7
Friend, not student	5.9	6.9
Social service agency	1.0	2.3
Other not listed	12.1	11.4
Total	100.2	100.1
	(11,787)	(4330)

The choice of an institution often is predicated on the student's first source of information about its program offerings. Respondents in this study first learned of the program or course in which they enrolled from a variety of sources. Contact with institutional sources accounted for a majority of the enrollments among curriculum students (44%) and continuing education students (38%). Whereas, media sources were far more important for continuing education students (13%) than they were for curriculum students (4%), the latter group (25%) compared to the former (11%) was relatively more influenced by literature from the institution. A student enrolled in the institution also was a common source of initial information, accounting for 13% of curriculum and 11% of continuing education students. Friends who were not students and family members were first sources of information for about 13% of curriculum and 17% of continuing education students. More formal personal contacts, such as employers and high school counselors, provided first information for about 13% of the curriculum and 11% of the continuing education students.

Sources of Income, Sources and Amount of Financial Aid, and Expenses

A majority of the respondents in this study supported themselves through employment, and about three out of four had working spouses (Table 10). Multiple sources of income were common.

Forty-three percent of the curriculum students who responded to the question reported receiving some type of financial aid. The Veterans Administration was the most frequently reported source, followed by Basic Educational Grants (Table 10). All other sources combined accounted for 34% of the responses among students reporting financial aid. Slightly less than one-half of the curriculum students receiving financial aid, and reporting the amount, received less than $1000 during the 1978-79 school year. Detailed accounts of the sources of financial aid and the amount of financial aid received, as related to program, age, sex, race, marital status, student's education, primary income, and occupation of head-of-household appear in Appendix Tables 2 and 3, respectively.

Curriculum students (89%) were more likely than continuing education students (59%) to report some cost of books and materials, but 64% had expenses of less than $50 for the quarter (Table 10). Four out of 10 continuing education students reported they had no expenses for books or materials; an additional 51% of this group noted that their expenses were less than $50 for the quarter. A small proportion of the students (9% of curriculum and 3% of continuing education) reported having to rent special housing to attend the institution in which they were enrolled.

Table 10. Weighted percentage distribution of curriculum and continuing education students enrolled in the North Carolina Community College System, 1979, by sources of income, sources and amount of financial aid, cost of books and supplies, and rent while attending

Variable	Students	
	Curriculum	Continuing education
Sources of income^{a}:		
Employment	63.5 (6834)	53.6 (2335)
Parents	19.1 (2943)	3.6 (198)
Spouse	79.9 (2073)	73.2 (1126)
Other relative	1.0 (148)	1.5 (53)
Savings	10.8 (1363)	7.3 (284)
Retirement	15.3 (2071)	22.1 (1017)
Welfare	1.7 (289)	3.1 (143)
Other	11.3 (1623)	7.8 (366)
Sources of financial aid^{a,b}:		
CETA	3.1 (568)	
BEOG	13.4 (2443)	
SEOG	0.6 (122)	
Educational loan	1.6 (230)	
Scholarship	2.4 (343)	
Social security educational benefits	3.4 (574)	
Veterans Administration educational benefits	20.9 (2829)	
NCSIG	0.5 (90)	
Work-study	2.2 (399)	
Vocational Rehabilitation	0.9 (138)	
Not receiving aid	57.4 (5504)	

Table 10 (continued)

Variable	Students	
	Curriculum	Continuing education
Amount of financial aid, 1978-79 school year[b]:		
Not receiving aid	60.4	
Under $200	2.7	
$200-399	4.7	
$400-699	4.3	
$700-999	6.1	
$1000-1499	4.5	
$1500-1999	3.4	
$2000-2999	5.2	
$3000 or over	8.8	
Total	100.0	
	(11,657)	
Cost of books and supplies, for this quarter:		
No expense	10.7	40.8
Under $25	25.0	39.4
$ 25-49	28.0	11.5
$ 50-74	19.8	4.3
$ 75-99	7.7	1.5
$100-149	5.0	1.3
$150-199	1.8	0.4
$200 or more	2.2	0.9
Total	100.2	100.1
	(11,806)	(4282)
Rent while attending:		
No	90.7	97.4
Yes, $49 or less/month	1.1	0.8
Yes, $50-99/month	2.9	0.6
Yes, $100-149/month	2.7	0.2
Yes, $150-200/month	2.0	0.1
Yes, more than $200/month	0.7	0.8
Total	100.1	99.9
	(11,828)	(4327)

[a] Multiple responses precluded overall totals.

[b] Curriculum students only. CETA = Comprehensive Employment and Training Act; BEOG = Basic Educational Opportunity Grant; SEOG = Supplemental Educational Opportunity Grant; and NCSIG = North Carolina Student Incentive Grant.

Education and Employment Plans

Sixty percent of the curriculum students as compared to 28% of the continuing education students planned to enroll in a degree program after completing their current courses or programs (Table 11). Almost two out of five curriculum students thought that they would work toward a four-year college degree, with another 24% unsure about this possibility. Considerably fewer continuing education students answered "think so" (10%) or "don't know" (15%) about plans to pursue a four-year college degree.

A majority of all the respondents either probably or definitely planned to work in North Carolina upon completion of their current program or course (Table 11). Continuing education students, however, were four times as likely as curriculum students (23% vs. 6%) to state they definitely would not seek employment within North Carolina. This may be due to the larger proportion of continuing education students who were retired or homemakers. These categories included 61% of the continuing education students who did not plan to work in North Carolina. Curriculum students who listed other plans were most likely to indicate that they would be employed in another state (Table 11).

Value Orientation Toward Education

The respondents were asked to rank order the five most important reasons for continuing their education (Table 12). "To be able to earn more money" was ranked first by curriculum students, followed by the desire "to get a better job." The third through fifth highest rankings were "to gain a general education," "to learn things of interest," and "to become more cultured." Continuing education students ranked "to learn things of interest" as their primary reason for continuing their education, followed by the desire "to earn more money." The third through fifth highest rankings by this group were "to contribute more to society," "to gain a general education," and "to become more cultured."

Curriculum and continuing education students agreed in their rankings of the four least important reasons for continuing their education. These were: to improve their social life, improve reading and study skills, pressure from parents or spouse, and the lack of anything better to do. Additional analyses of value orientation toward education of curriculum and continuing education students, as related to age, sex, race, marital status, educational attainment, primary income, and occupation head-of-household appear in Appendix Table 4.

Table 11. Weighted percentage distribution of curriculum and continuing education students enrolled in the North Carolina Community College System, 1979, by plans to enroll in a degree program, plans for four-year college degree, and employment plans

Variable	Students	
	Curriculum	Continuing education
Plan to enroll in degree program upon completing present program/ course:		
Yes	60.2	27.9
No	39.8	72.1
Total	100.0	100.0
	(11,798)	(4284)
Plan to work toward 4 yr college degree:		
Already have degree	7.1	15.2
Think so	38.9	9.5
Don't know	24.3	14.8
Don't think so	18.2	20.6
Definitely not	11.5	40.0
Total	100.0	100.1
	(11,785)	(4282)
Plan to work in North Carolina after completing program/course:		
Definitely yes	46.4	43.6
Think so	27.2	12.9
Don't know	16.7	11.8
Don't think so	4.3	8.5
Definitely not	5.5	23.2
Total	100.1	100.0
	(11,759)	(4160)
Work plans if not in North Carolina:		
Work in other state	42.1	5.6
Military service	4.7	1.4
Marriage, homemaking	8.2	22.4
Retirement	10.7	38.4
Other	34.4	32.3
Total	100.1	100.1
	(2,527)	(1874)

Table 12. Distribution of curriculum and continuing education students enrolled in the North Carolina Community College System, 1979, by rank order and raw score of reasons for continuing education and institutional characteristics influencing decision to attend

	Students			
	Curriculum		Continuing education	
Variable	Rank	Raw score[a]	Rank	Raw score[a]
Reasons for continuing education:				
Contribute more to society	5	224.07	3	163.73
Earn more money	1	430.28	2	170.88
Become more cultured	6	126.45	5	142.47
Gain general education	3	241.05	4	154.78
Get better job	2	397.21	7	123.73
Improve reading & study skills	9	69.23	9	75.75
Improve social life	8	72.16	8	107.07
Learn things of interest	4	235.97	1	265.66
Meet interesting people	7	90.20	6	135.76
Parents/spouse wanted me to go	10	62.37	11	41.93
Nothing better to do	11	28.99	10	47.03
Institutional characteristics influencing decision to attend:				
Programs available	1	468.51	1	330.34
Financial assistance available	5	129.19	9	36.05
Job placement services	8	80.13	8	36.55
Location	2	395.10	2	294.99
Low cost	3	333.17	3	237.13
Open-door admissions	6	127.31	6	92.69
Quality of instruction	4	206.38	4	190.47
Student-centered instruction	9	71.47	7	69.95
Other reasons	7	98.84	5	93.74

[a] Raw score is the weighted frequency times the converted rank value; each first choice multiplied by 5, each second choice by 4, each third by 3, and so on; raw score values are in tens of thousands; e.g., 224.07 x 10,000 = 2,240,700.

Institutional Characteristics That Influenced Decision to Attend

Student rankings of institutional characteristics that most influenced their decisions to attend showed virtually no differences between curriculum and continuing education students, other than the importance of available financial aid (Table 12). Both groups agreed in their top four rankings of the characteristics that influenced them most. These were: "educational programs or courses available," "location (nearness to home or work)," "low cost," and "quality of instruction." The fifth most influential characteristic for curriculum students was "financial assistance available." For continuing education students, this response was "other reasons." Student-centered instruction and job placement services were ranked relatively low by both groups. Additional analyses of institutional characteristics that most influenced curriculum and continuing education students to attend, as related to age, sex, race, marital status, educational attainment, primary income, and occupation head-of-household, appear in Appendix Table 5.

Evaluation and Importance of Support Services and Use of a Standard Name

Two sets of questions--those dealing with the students' evaluation of institutional support services and those concerned with the students' opinions about the choice of name for their institution--are treated in this section. These questions were added to the survey instrument after pretesting and should be considered experimental because no reliability information is available.

Evaluation and Importance of Support Services

In evaluating the quality of support services offered by their institutions, continuing education students were far more likely than curriculum students to respond "don't know" (Table 13). More than one-half of the continuing education students answered "don't know" when asked to evaluate the quality of child care, tuition aid, stipends, health care, job counseling, job placement, academic counseling, personal counseling, recreation facilities, and eating facilities. More than half of the curriculum students gave an evaluation of "good" to parking, study areas, and library resources. These were also the support services tney felt were most important to them (Table 13).

Adequate parking was considered important by 40% of the curriculum students, followed by library resources (34%) and

Table 13. Weighted percentage distribution of curriculum and continuing education students enrolled in the North Carolina Community College System, 1979, by evaluation of individual support services and importance of support services

Variable	Students	
	Curriculum	Continuing education
Evaluation of support services:		
Transportation:		
Good	39.2	44.7
Improve	19.8	12.2
Don't know	41.0	43.0
Total	100.0	99.9
	(10,622)	(3233)
Parking:		
Good	54.0	56.8
Improve	41.4	23.1
Don't know	4.7	20.2
Total	100.1	100.1
	(10,974)	(3312)
Child care:		
Good	12.7	13.7
Improve	12.6	9.4
Don't know	74.7	77.0
Total	100.0	100.1
	(10,339)	(2852)
Tuition aid:		
Good	39.0	20.7
Improve	20.1	9.5
Don't know	40.9	69.8
Total	100.0	100.0
	(10,617)	(2830)
Stipends:		
Good	25.4	15.3
Improve	21.7	10.1
Don't know	52.9	74.6
Total	100.0	100.0
	(10,589)	(2903)
Health care:		
Good	18.4	18.0
Improve	15.4	8.9
Don't know	66.2	73.1
Total	100.0	100.0
	(10,625)	(2895)

Table 13 (continued)

Variable	Students	
	Curriculum	Continuing education
Job counseling:		
Good	34.6	23.4
Improve	23.4	10.7
Don't know	42.0	65.9
Total	100.0	100.0
	(10,589)	(2903)
Job placement:		
Good	29.9	19.2
Improve	25.1	13.1
Don't know	45.1	67.7
Total	100.1	100.0
	(10,625)	(2895)
Academic counseling:		
Good	46.8	26.8
Improve	23.7	8.7
Don't know	29.6	64.5
Total	100.1	100.0
	(10,580)	(2885)
Personal counseling:		
Good	43.9	32.4
Improve	22.3	9.5
Don't know	33.8	58.2
Total	100.0	100.1
	(10,622)	(3007)
Recreation facilities:		
Good	32.1	26.7
Improve	40.2	15.1
Don't know	27.7	58.2
Total	100.0	100.0
	(10,579)	(2917)
Study areas:		
Good	32.1	26.7
Improve	40.2	15.1
Don't know	27.7	58.2
Total	100.0	100.0
	(10,579)	(2917)
Library resources:		
Good	68.8	40.7
Improve	17.3	12.0
Don't know	13.9	47.3
Total	100.0	100.0
	(10,731)	(2937)

Table 13 (continued)

Variable	Students	
	Curriculum	Continuing education
Eating facilities:		
Good	33.6	30.9
Improve	47.9	18.8
Don't know	18.4	50.3
Total	99.9	100.0
	(10,808)	(2997)
Importance of service[a]:		
Transportation	19.4	18.0
	(2500)	(855)
Parking	40.1	25.2
	(4413)	(1030)
Child care	7.3	5.7
	(999)	(235)
Tuition aid	22.0	8.1
	(3246)	(364)
Stipends	15.6	5.9
	(2337)	(278)
Health care	9.2	7.5
	(1241)	(348)
Job counseling	23.3	8.6
	(3020)	(400)
Job placement	27.6	9.4
	(3753)	(462)
Academic counseling	26.3	9.3
	(3327)	(443)
Personal counseling	21.7	12.2
	(2858)	(604)
Recreation facilities	16.4	7.5
	(2399)	(402)
Study areas	29.1	12.6
	(3732)	(642)
Library resources	34.4	13.3
	(4466)	(625)
Eating facilities	24.6	11.3
	(3337)	(565)

[a] Multiple responses precluded overall totals.

study areas (29%) (Table 13). An even smaller proportion of continuing education students considered any of the listed services important. One out of four checked parking facilities as important, followed by transportation (19%) and library resources (13%). For further analyses by program, see Appendix Tables 6 and 7.

Opinions of and Feelings About Use of a Standard Name for All Institutions

Thirty-five percent of the curriculum and 27% of the continuing education students preferred that all institutions in the North Carolina Community College System be designated community colleges. The next most popular choice for both groups (17% and 14%, respectively) was to use no standard name (Table 14). However, more than one-fourth of the curriculum and more than one-third of the continuing education students expressed no opinion about using a standard name for all institutions within the NCCCS.

When asked for the feelings that supported their choices, the largest proportion of both groups said that it did not matter what the institutions were called (Table 14). About one in five students felt that the institutions were basically the same. Sixteen percent of the curriculum students felt that a standard name would help to give all institutions the same status, and 14% felt that it would help students in transferring to other institutions (Table 14). For further analyses by program, see Appendix Tables 8 and 9.

Students Being Served in Curriculum Program Area

In this section, selected demographic, socioeconomic, academic, and attendance characteristics of students within the curriculum program area are examined. Such an examination will give some indications of the many similarities and differences that exist among curriculum students who enroll in specific curriculum programs; i.e., college-transfer, general education, special credit, technical, and vocational. Those characteristics not dealt with in this section appear in Appendix Tables 10-14.

Demographic Characteristics

Demographic characteristics dealt with in this section are: age, sex, race, marital status, and veteran status. Data relating to these characteristics appear in Table 15.

Table 14. Weighted percentage distribution of curriculum and continuing education students enrolled in the North Carolina Community College System, 1979, by opinions about a standard name for the institutions in the System and feelings about a standard name

Variable	Students	
	Curriculum	Continuing education
Opinions about standard name:		
No standard name	16.5	14.0
Community college	35.2	27.2
Technical institute	8.9	13.3
Technical college	12.8	8.2
No opinion	26.6	37.5
Total	100.0	100.2
	(11,787)	(4228)
Feelings about standard name:		
Schools are basically the same	19.5	19.8
Give all schools the same status	16.2	11.8
Would help students transfer	14.4	6.7
Schools are basically different	9.6	7.9
Don't want name changed	7.1	10.3
Doesn't matter	33.2	43.6
Total	100.0	100.1
	(11,735)	(4180)

Age

As mentioned earlier in the discussion of Table 1, considerable differences were observed in the median ages of the students enrolled in the different curriculum programs. When examining these programs in terms of age categories, the same phenomenon persisted. The college-transfer group clearly were younger students--54% of this group were under the age of 23 (Table 15). The technical program had the next largest proportion (42%) of younger students. By far the "oldest" student group in the curriculum program area was in the special credit program, where 16% were 50 or older.

Sex

Males and females were unequally distributed throughout all of the curriculum programs. The vocational program was the only one in which the enrollment was predominately male (67%). Females were most predominant in the special credit

Table 15. Weighted percentage distribution of curriculum students enrolled in the North Carolina Community College System, 1979, by program, age, sex, race, marital status, and veteran status

Variable	Curriculum program				
	College-transfer	General education	Special credit	Technical	Vocational
Age, yr					
22 or less	54.4	24.8	22.6	41.8	36.7
23-29	20.8	27.8	22.8	29.7	31.5
30-39	14.9	27.7	27.1	19.1	18.5
40-49	6.9	13.2	12.0	7.6	7.5
50-59	2.0	1.4	5.2	1.6	4.7
60-69	1.0	5.0	8.9	0.2	0.8
70 or more	0.0	0.0	1.4	0.1	0.2
Total	100.0	99.9	100.0	100.1	99.9
	(1470)	(292)	(470)	(7090)	(2507)
Sex:					
Male	45.7	30.9	30.8	44.2	66.6
Female	54.3	69.1	69.2	55.8	33.5
Total	100.0	100.0	100.0	100.0	100.1
	(1466)	(296)	(469)	(7097)	(2507)
Race:					
Black	13.6	17.8	9.6	23.0	28.1
American Indian	0.4	0.9	0.9	1.7	1.5
White	83.5	80.2	88.4	74.2	69.5
Asian	1.2	0.5	0.5	0.4	0.2
Other	1.3	0.6	0.6	0.7	0.7
Total	100.0	100.0	100.0	100.0	100.0
	(1460)	(292)	(464)	(7051)	(2476)

Table 15 (continued)

Variable	Curriculum program				
	College-transfer	General education	Special credit	Technical	Vocational
Marital status:					
Single/engaged	58.2	29.6	31.2	48.3	40.5
Married	34.7	53.0	56.5	42.3	49.5
Widowed	1.1	6.8	2.1	1.3	1.1
Separated	2.9	5.3	1.7	3.9	3.8
Divorced	3.2	5.3	8.5	4.3	5.1
Total	100.1	100.0	100.0	100.1	100.0
	(1469)	(296)	(468)	(7086)	(2503)
Military veteran:					
Yes	15.2	22.1	10.3	27.4	35.0
No	84.8	77.9	89.7	72.6	65.0
Total	100.0	100.0	100.0	100.0	100.0
	(1466)	(294)	(468)	(7080)	(2502)

and general education programs, with proportions of 69% in each. College-transfer and technical programs each had approximately 54% female enrollments (Table 15).

Race

Racial groups also were unequally distributed within the specific curriculum programs. Minority groups made up only 12% of the special credit group, 17% of the college-transfer group, and 20% of the general education group. Conversely, minority students represented between 26% and 31% of the total enrollment in the occupation-oriented programs. Obviously, the traditionally "liberal arts" curriculums were less attractive to minority students than were the technical and vocational programs (Table 15).

Marital Status

As might be expected, those students most likely to be single were in the college-transfer program. In fact, nearly 60% of these students were single (Table 15). Between 40% and 50% of the technical and vocational students reported that they were single. The largest proportion of married curriculum students was represented in the general education or special credit programs. One-tenth of the students in each of these two programs indicated that they were either divorced or separated.

Veteran Status

The largest proportion of military veterans in the curriculum program area was in the occupation-oriented programs--35% of the vocational students and 27% of the technical students had prior military experience. Only 20% of the general education, 15% of the college-transfer, and 10% of the special credit students indicated that they had served in the military (Table 15).

Socioeconomic and Academic Characteristics

The socioeconomic characteristics of curriculum students discussed in this section are: student's education, father's education, mother's education, student's income, parents' income, primary income, occupation head-of-household, and student's employment status. The academic characteristic is prior full-time enrollment in a four-year college/university. Data pertaining to these characteristics, by curriculum program, appear in Table 16.

Table 16. Weighted percentage distribution of curriculum students enrolled in the North Carolina Community College System, 1979, by program, student's education, father's education, mother's education, student's 1978 income, parents' 1978 income, primary 1978 income, occupation head-of-household, student's employment status, and prior full-time enrollment in a four-year college/university

Variable	Curriculum students				
	College-transfer	General education	Special credit	Technical	Vocational
Student's education:					
Less than 7th grade	0.0	0.0	0.0	0.2	0.6
7th-8th grade	0.2	0.9	0.1	0.4	1.6
9th-11th grade	1.7	0.6	4.4	0.8	8.2
High school graduate	34.7	43.4	29.0	39.4	52.6
GED	4.0	7.9	3.0	8.0	13.2
High school + 1 yr	23.5	22.0	13.8	18.6	9.1
High school + 2-3 yr	28.3	23.7	23.4	27.3	10.3
College graduate	5.0	1.4	17.9	4.5	3.3
Graduate work	2.8	0.1	8.5	0.8	1.1
Total	100.2 (1445)	100.0 (291)	100.1 (458)	100.0 (6917)	100.2 (2404)
Father's education:					
Less than 7th grade	9.7	21.3	14.5	16.2	18.8
7th-8th grade	10.9	16.1	12.6	14.6	19.0
9th-11th grade	16.5	15.5	14.7	18.6	21.9
High school graduate	27.1	23.3	28.9	26.6	24.0
GED	3.5	1.7	1.2	2.2	1.7
High school + 1 yr	3.8	3.9	2.3	3.6	2.3
High school + 2-3 yr	10.0	9.9	7.5	6.7	4.4
College graduate	11.8	7.2	13.9	8.6	5.4
Graduate work	6.8	1.1	4.4	2.8	2.4
Total	100.1 (1432)	100.0 (294)	100.0 (446)	99.9 (6814)	99.9 (2323)

Table 16 (continued)

Variable	Curriculum students: College-transfer	General education	Special credit	Technical	Vocational
Mother's education:					
Less than 7th grade	5.0	9.0	7.3	7.8	10.9
7th-8th grade	8.5	12.4	11.6	11.2	15.2
9th-11th grade	19.0	21.0	20.1	22.1	25.4
High school graduate	35.1	31.7	33.6	37.4	33.3
GED	1.5	1.7	2.5	2.1	2.3
High school + 1 yr	8.0	5.7	3.2	4.9	3.0
High school + 2-3 yr	10.9	10.5	5.3	6.6	4.0
College graduate	8.6	6.8	13.2	6.1	4.5
Graduate work	3.4	1.3	3.2	1.9	1.5
Total	100.0	100.1	100.0	100.1	100.1
	(1436)	(294)	(446)	(6864)	(2351)
Student's income, 1978:					
Less than $2,000	25.4	12.8	9.7	22.5	23.5
$2,000- 2,999	11.3	6.9	2.0	6.9	5.4
$3,000- 3,999	7.9	4.9	2.7	6.1	4.8
$4,000- 4,999	5.3	2.1	1.0	4.4	4.4
$5,000- 5,999	4.7	3.2	1.7	4.8	5.5
$6,000- 6,999	4.6	6.6	3.4	4.5	4.0
$7,000- 7,999	4.8	3.6	3.4	4.2	4.7
$8,000- 9,999	5.3	4.3	7.8	7.4	9.2
$10,000-11,999	3.7	6.9	8.2	7.6	7.7
$12,000-14,999	5.0	14.0	14.8	9.5	10.3
$15,000-19,999	7.4	12.9	14.8	9.9	11.6
$20,000-24,999	6.6	8.9	12.6	7.1	4.5
$25,000 or more	8.0	12.9	18.0	5.3	4.2
Total	100.0	100.0	100.1	100.2	99.8
	(1300)	(277)	(450)	(6464)	(2256)

Table 16 (continued)

Variable	Curriculum students				
	College-transfer	General education	Special credit	Technical	Vocational
Parents' income, 1978:					
Less than $2,000	3.4	2.8	1.2	4.9	8.0
$2,000- 2,999	2.1	4.6	1.9	3.5	5.3
$3,000- 3,999	3.4	3.1	3.9	3.5	6.2
$4,000- 4,999	2.8	6.7	2.4	3.6	4.8
$5,000- 5,999	2.3	3.5	1.3	4.0	3.9
$6,000- 6,999	3.1	1.8	4.2	4.4	4.9
$7,000- 7,999	3.4	6.8	1.5	4.9	7.0
$8,000- 9,999	6.3	9.5	7.4	7.1	6.1
$10,000-11,999	7.6	9.1	7.3	8.8	10.3
$12,000-14,999	9.5	17.8	7.9	12.5	9.9
$15,000-19,999	13.0	10.6	8.8	11.7	9.0
$20,000-24,999	16.1	8.6	7.9	10.5	5.8
$25,000 or more	21.1	9.3	24.0	15.6	10.1
Parents deceased	6.0	5.8	20.3	5.2	8.8
Total	99.8	100.0	100.0	100.2	100.1
	(1262)	(240)	(364)	(5793)	(1913)
Primary income, 1978:					
Less than $2,000	7.0	7.1	1.8	9.5	13.9
$2,000- 2,999	6.6	5.2	0.7	4.6	4.9
$3,000- 3,999	5.4	2.0	1.6	4.4	4.1
$4,000- 4,999	4.0	1.8	0.8	3.9	4.4
$5,000- 5,999	4.3	2.6	1.8	4.6	5.5
$6,000- 6,999	3.8	6.4	2.6	4.8	4.1
$7,000- 7,999	4.4	4.0	3.4	4.8	5.2
$8,000- 9,999	6.1	5.1	7.8	8.1	9.4
$10,000-11,999	6.4	8.2	7.0	9.1	9.7
$12,000-14,999	9.0	16.3	15.3	12.6	12 3

Table 16 (continued)

Variable	Curriculum students College-transfer	General education	Special credit	Technical	Vocational
Primary income, 1978 (contd.)					
$15,000-19,999	13.0	15.8	15.2	13.2	13.8
$20,000-24,999	12.9	10.7	14.8	10.0	5.6
$25,000 or more	17.2	14.7	27.2	10.3	6.9
Parents deceased	0.1	0.0	0.0	0.2	0.4
Total	100.2	99.9	100.0	100.1	100.2
	(1466)	(294)	(466)	(7072)	(2489)
Occupation head-of-household:					
Professional/technical	15.2	13.6	21.2	10.1	7.4
Manager/owner	15.5	14.3	22.9	11.0	6.2
Sales	1.9	3.8	4.0	1.3	0.5
Clerical	10.7	8.5	12.9	9.3	5.2
Crafts	11.8	11.0	7.4	15.2	22.6
Operative	4.1	6.8	3.4	7.4	9.6
Transportation	2.7	1.7	2.1	3.3	2.8
Labor, nonfarm	3.6	2.4	2.8	3.5	5.7
Farm owner/manager	2.2	2.6	0.7	2.3	2.8
Farm worker	0.8	1.2	0.2	0.8	1.2
Service	5.4	7.0	1.6	9.6	6.2
Domestic	0.2	0.4	0.1	0.7	0.8
Student, retired	6.4	6.7	5.0	7.2	9.5
Homemaker	1.6	1.0	1.4	2.1	2.5
Other not listed	17.9	19.2	14.5	16.4	17.2
	100.0	100.2	100.2	100.2	100.2
	(1445)	(287)	(451)	(6964)	(2424)

Table 16 (continued)

Variable	Curriculum students				
	College-transfer	General education	Special credit	Technical	Vocational
Student's employment status:					
Full time	34.1	44.0	60.1	41.0	41.6
Part time	34.8	17.1	10.2	24.9	14.8
Homemaker	4.6	12.9	10.9	5.2	5.8
Retired	2.1	5.6	5.7	1.7	4.6
Unemployed	24.4	20.4	13.1	27.3	33.3
Total	100.0	100.0	100.0	100.1	100.1
	(1461)	(296)	(464)	(7050)	(2483)
Prior full-time enrollment in 4 yr college/university:					
Yes	21.9	20.4	50.5	19.4	12.7
No	78.1	79.6	49.5	80.6	87.3
Total	100.0	100.0	100.0	100.0	100.0
	(1472)	(295)	(468)	(7086)	(2503)

Education--Student and Parents

Students in special credit programs had higher educational attainments than did students in the other curriculum programs (Table 16). In fact, 18% of the special credit respondents had college degrees and an additional 9% had some graduate work. Students with the next highest educational attainment levels were in college-transfer programs, followed by general education and technical students. Those with the lowest educational attainment levels were in vocational programs, where 76% had a high school education or less.

These same educational attainment patterns held true when examining such background factors as father's and mother's educational levels. Parents of special credit and college-transfer students had the highest educational attainment levels and those of vocational students had the lowest (Table 16).

Income--Student, Parents, and Primary

Within the curriculum program area, students in college-transfer, technical, and vocational programs reported the lowest 1978 incomes. Nearly one-half of the college-transfer students had a 1978 income of less than $5,000, while approximately 40% of the technical and vocational students reported 1978 incomes of less than $5,000. Conversely, over 60% of the special credit students had incomes above $12,000, as did nearly 50% of the general education students (Table 16).

Examination of the 1978 incomes of curriculum students' parents revealed several differences according to the program in which the student was enrolled. The data in Table 16 indicate that the parents of at least one-half of the college-transfer students (60%) and the technical students (50%) had 1978 incomes of $12,000 or more. Conversely, the parents of at least one-half of the general education (54%), special credit (52%), and vocational (65%) students had 1978 incomes of less than $12,000.

Primary income was used to examine the current socioeconomic status of the respondents based on the 1978 income of whomever contributed over 50% of the student's financial support. Curriculum students with the highest primary income were in special credit programs; nearly 73% reported primary incomes of $12,000 or more. Fifty-seven percent of general education students were in this income range as were 52% of the college-transfer students. Proportions of technical (46%) and vocational (39%) students in this income range were somewhat lower. Clearly, the occupation-oriented students were from lower socioeconomic environments than were the "liberal arts"-oriented students (Table 16).

Occupation Head-of-Household

The occupations of heads-of-household of curriculum students differed considerably (Table 16). Special credit students reported most frequently that their household head's occupation was in the professional/technical or manager/owner category. College-transfer and general education students also were well represented in these two occupational categories. It appears that the clientele in the liberal arts programs were from white-collar backgrounds, while those in the occupation-oriented programs were more representative of blue-collar occupations.

Student's Employment Status

Special credit students (60%), as compared to students in other curriculum programs, were more likely to be employed full time. Approximately 40% of the general education, technical, and vocational students were employed full time. This was true for only one-third of the college-transfer students. Part-time employment was greatest among college-transfer students and least among special credit students (Table 16). The largest proportions of homemakers and retirees were in general education and special credit programs, whereas the largest proportions of the unemployed were in the vocational (33%), technical (27%), and college-transfer (24%) programs.

Prior Full-Time Enrollment in a Four-Year College/University

Fifty percent of the special credit students reported prior enrollment as a full-time student at a four-year college/university (Table 16). This proportion fell to 22% in college-transfer, 20% in general education, 19% in technical, and 13% in vocational programs.

Attendance Characteristics

Selected attendance characteristics of curriculum students were: (1) time of attendance; (2) location of classes; (3) distance to class, one way; (4) would have attended another institution had this one not existed; (5) this institution was first choice; (6) source of most influence in decision to attend; (7) source of first information about program in which enrolled; (8) sources of financial aid; (9) amount of financial aid; (10) expenses of books and supplies this quarter; (11) plans to work toward a four-year college degree; and (12) plans to work in North Carolina upon completion of program.

Time of Attendance, Location of Classes, and Distance to Class

Almost three-fourths (71%) of the college-transfer, 67% of the technical, and 63% of the vocational students attended classes during the day (Table 17). General education students' class attendance was fairly evenly divided between day and evening. The reverse was true for special credit students--74% attended classes in the evening.

A majority of the curriculum students attended classes on their institution's main campus. However, almost one-third of the special credit students had the major part of their course work at some off-campus site other than their residence, work site, or a branch campus (Table 17). Twelve percent of the vocational students attended classes at some unspecified off-campus location.

Although most of the curriculum students traveled fewer than 16 miles to class (one way), there were some noticeable variations among these students (Table 17). For example, a greater proportion of the special credit and general education students traveled fewer than six miles to class. The occupation-oriented (technical/vocational) students tended to travel substantially greater distances to classes--27% of the former and 31% of the latter traveled between 16 and 35 miles one way as compared to 22% of the college-transfer, 23% of the special credit, and 19% of the general education group.

Choice of Institutions

When asked if they would have attended another institution had their institution not existed, 73% of the college-transfer students, 66% of the technical, and 58% of the general education students responded affirmatively (Table 18). In response to the question--Was this institution your first choice for continuing your education?--the present institution was consistently the first choice from among all other forms of postsecondary educational institutions for students in all curriculum programs. Nearly 9 out of 10 special credit and 7 out of 10 college-transfer students indicated that the institution in which they were enrolled was their first choice (Table 18). Of those curriculum students who would have preferred another institution, the most commonly cited choice was a public four-year college/university--except the vocational students, whose alternate choice was another community college or technical institute.

Sources of Most Influence to Attend and First Information About Program

Curriculum students in different programs were influenced to attend the institution by a variety of sources

Table 17. Weighted percentage distribution of curriculum students enrolled in the North Carolina Community College System, 1979, by program, time of class attendance, location of classes, and distance to class

Variable	Curriculum students				
	College-transfer	General education	Special credit	Technical	Vocational
Time of attendance:					
Day	71.2	50.5	26.2	66.7	62.8
Evening	28.8	49.5	73.8	33.3	37.2
Total	100.0	100.0	100.0	100.0	100.0
	(1471)	(295)	(468)	(7097)	(2512)
Location of classes:					
Main campus	95.8	93.3	60.3	90.0	78.7
Residence/work	0.8	0.0	4.3	0.8	3.1
Branch campus	0.6	1.6	2.9	4.5	6.5
Other off-campus site	2.8	5.1	32.5	4.7	11.8
Total	100.0	100.0	100.0	100.0	100.1
	(1468)	(296)	(466)	(7083)	(2495)
Distance to class, one way, mi:					
Less than 1	5.9	1.5	6.7	3.9	9.1
1-5	29.0	37.5	33.2	27.4	24.3
6-10	28.6	28.7	26.9	25.3	20.8
11-15	14.2	13.8	10.2	16.0	15.3
16-20	8.7	8.2	16.0	10.3	11.1
21-25	6.2	4.0	2.7	7.0	7.6
26-30	3.0	2.3	1.2	4.4	4.9
31-35	2.9	0.5	0.4	2.3	2.9
More than 35	1.5	3.6	2.8	3.4	4.0
Total	100.0	100.1	100.1	100.0	100.0
	(1469)	(296)	(469)	(7092)	(2508)

Table 18. Weighted percentage distribution of curriculum students enrolled in the North Carolina Community College System, 1979, by program and choice of institutions

	Curriculum students				
Variable	College-transfer	General education	Special credit	Technical	Vocational
Would have attended another institution had this one not existed:					
Yes	72.9	58.0	45.2	66.2	53.9
No	27.1	42.0	54.8	33.8	46.2
Total	100.0	100.0	100.0	100.0	100.1
	(1472)	(297)	(467)	(7097)	(2503)
This institution first choice:					
Yes	69.2	74.7	87.7	75.5	84.5
No, another CC or TI	2.4	4.0	1.3	5.7	7.2
No, private 2 yr college	0.8	0.3	0.2	1.0	0.9
No, private trade/professional school	0.4	0.5	0.7	1.1	1.6
No, public 4 yr college/university	22.1	16.6	6.9	13.4	3.5
No, private 4 yr college/university	3.1	2.8	1.8	1.7	0.2
Another type of school not listed	2.0	1.1	1.6	1.6	2.1
Total	100.0	100.0	100.2	100.0	100.0
	(1473)	(294)	(465)	(7068)	(2496)

(Table 19). In all programs except special credit, "other" sources not listed in the survey instrument were considered the major influences. Special credit students cited institutional recruiters or other personnel as the most influential and indicated "other" as second. College-transfer students indicated their mothers as the second most influential source;

general education and technical students, other students; and vocational students, institutional recruiters. The third most influential sources were institutional recruiters for college-transfer students, spouse for general education and technical students, and institutional literature for special credit and vocational students.

Curriculum students obtained first information about the program in which they enrolled from a number of sources (Table 19). Across all curriculum programs, the major source of first information was institutional literature. The second most frequent source was a recruiter or other institutional personnel. The third most common source of first information for students in all curriculum programs except college-transfer was other students at the institution. College-transfer students listed as third the unspecified "other" sources not included in the survey instrument. The fourth source for all except college-transfer students was "other"; for college-transfer students this source was other students. High school personnel were fairly good sources of first information for college-transfer, technical, and vocational students, but less so for special credit and general education students.

Sources and Amount of Financial Aid and Expenses

The extent to which curriculum students reported receiving financial aid differed greatly by program (Table 20). The larger proportion (53%) of the students receiving such aid were vocational students as compared to 50% of the technical students, 37% of the general education students, and 35% of the college-transfer students. Only 7% of the special credit students reported receiving financial aid. The most frequent sources of financial aid in all curriculum programs except special credit were Veterans Administration educational benefits and Basic Educational Opportunity Grants.

Not only were technical and vocational students more likely than other curriculum students to receive financial aid, they also received larger amounts of aid (Table 20). As the data indicate, 22% of the technical and vocational students received $1,500 or more for the 1978-79 school year as compared to 11% of the college-transfer students. (See also, Appendix Tables 2 and 3.)

Although student expenses for books and supplies were predicated somewhat on the number of classes in which they were enrolled for the quarter, comparisons can be made between students in the various curriculum programs. Fifteen percent of the college-transfer students reported spending over $100 in the spring quarter, 1979, for books and supplies,

Table 19. Weighted percentage distribution of curriculum students enrolled in the North Carolina Community College System, 1979, by program, source of most influence to attend, and source of first information about program

Variable	Curriculum students				
	College-transfer	General education	Special credit	Technical	Vocational
Source of most influence to attend:					
Institutional personnel (recruiter, etc.)	9.6	10.0	22.7	8.8	10.8
Institutional literature	5.3	6.7	9.5	8.9	10.4
Media	1.8	0.8	4.7	1.5	3.5
Employer	4.2	5.9	8.4	6.2	5.3
4 yr college/university personnel	5.0	1.9	3.1	1.4	0.8
High school personnel	6.1	2.7	0.8	5.8	4.5
Mother	10.1	4.1	2.4	8.5	7.5
Father	8.4	3.1	0.9	4.0	3.8
Spouse	7.7	14.3	8.7	9.6	10.3
Child	0.6	1.8	0.5	0.8	0.9
Other relative	4.5	4.5	3.3	4.3	4.6
Another student	7.0	15.0	6.4	10.1	8.2
Friend, not student	6.7	4.0	7.7	6.3	5.7
Social service agency	0.7	1.1	0.4	1.4	2.2
Other not listed	22.3	24.2	20.7	22.6	21.5
	100.0	100.1	100.2	100.2	100.0
	(1454)	(295)	(465)	(7043)	(2469)
Source of first information about program:					
Institutional personnel (recruiter, etc.)	21.0	21.1	18.5	18.9	18.0
Institutional literature	23.3	28.9	21.1	27.3	22.3

Table 19 (continued)

Variable	Curriculum students				
	College-transfer	General education	Special credit	Technical	Vocational
Source of first information (contd.):					
Media	2.3	0.8	8.0	3.2	4.9
Employer	1.6	1.7	8.2	4.3	3.7
4 yr college/university personnel	3.0	3.6	2.5	1.0	0.9
High school personnel	8.6	4.5	1.2	7.9	6.5
Mother	1.7	1.4	0.7	1.3	1.8
Father	2.3	1.6	1.1	1.1	1.4
Spouse	1.4	2.1	0.9	1.2	1.4
Child	0.1	0.3	0.0	0.1	0.3
Other relative	4.2	2.0	2.6	3.2	4.9
Another student	8.9	16.7	16.3	12.6	13.4
Friend, not student	5.6	4.0	6.2	5.7	6.6
Social service agency	0.3	0.6	0.5	1.0	1.6
Other not listed	15.5	10.8	12.4	11.2	12.4
Total	99.8 (1466)	100.1 (296)	100.2 (466)	100.0 (7079)	100.1 (2480)

Table 20. Weighted percentage distribution of curriculum students enrolled in the North Carolina Community College System, 1979, by program, source of financial aid, amount of financial aid, and cost of books and supplies this quarter

Variable	Curriculum students				
	College-transfer	General education	Special credit	Technical	Vocational
Source of financial aid[a]:					
CETA[b]	0.2	0.1	1.0	3.1	6.7
	(6)	(1)	(8)	(343)	(210)
BEOG[b]	12.6	10.2	0.6	16.7	14.6
	(236)	(49)	(15)	(1607)	(536)
SEOG[b]	0.4	0.4	0.1	0.8	0.9
	(12)	(3)	(2)	(81)	(24)
Educational loan	0.8	0.0	0.9	3.2	0.8
	(12)	(0)	(3)	(180)	(35)
Scholarship	4.0	0.1	0.9	3.2	0.8
	(80)	(1)	(3)	(227)	(32)
SSEB[b]	3.7	1.9	1.2	3.9	3.5
	(77)	(9)	(7)	(372)	(109)
VAEB[b]	13.5	25.7	0.9	24.9	38.2
	(197)	(78)	(14)	(1822)	(718)
NCSIG[b]	0.9	0.1	0.0	0.5	0.3
	(15)	(1)	(1)	(61)	(12)
Work-study	2.8	1.6	0.1	2.9	1.8
	(46)	(8)	(2)	(297)	(46)
VOCR[b]	0.4	0.2	0.0	0.8	1.9
	9)	(2)	(0)	(68)	(59)
None	65.0	63.5	93.0	49.7	46.8
	(900)	(166)	(147)	(3030)	(991)
Amount of financial aid:					
None	67.5	63.9	94.8	52.0	52.9
Less than $200	3.1	1.6	0.7	3.1	2.9
$ 200- 399	4.7	4.6	0.0	5.6	5.7

Table 20 (continued)

Variable	Curriculum students				
	College-transfer	General education	Special credit	Technical	Vocational
Amount of financial aid (contd.)					
$400- 699	4.6	4.0	1.4	4.8	5.0
$700- 999	6.3	3.5	0.5	7.7	5.9
$1000-1499	3.2	2.9	1.6	5.3	5.2
$1500-1999	2.9	3.6	0.2	4.1	4.3
$2000-2999	2.7	3.4	0.3	6.8	6.2
$3000 or more	5.1	12.6	0.5	10.5	11.9
Total	100.1 (1259)	100.1 (295)	100.0 (463)	99.9 (6990)	100.0 (2474)
Cost of books and supplies this quarter:					
None	7.9	1.8	24.8	5.2	18.4
Less than $25	22.4	28.9	45.8	18.2	29.2
$ 24- 49	29.6	33.6	20.4	31.5	22.3
$ 50- 74	25.6	22.0	6.5	24.3	13.4
$ 75- 99	8.2	6.7	1.6	10.2	4.9
$100-149	4.3	3.6	0.5	5.8	6.5
$150-199	0.8	2.2	0.4	2.0	2.7
$200 or more	1.3	1.3	0.1	2.8	2.7
Total	100.1 (1466)	100.1 (296)	100.1 (466)	100.0 (7085)	100.1 (2493)

[a] Multiple reponses precluded overall totals.

[b] CETA = Comprehensive Employment and Training Act; BEOG = Basic Educational Opportunity Grant; SEOG = Supplemental Educational Opportunity Grant; SSEB = social security educational benefits; VAEB = Veterans Administration educational benefits; NCSIG = North Carolina Student Incentive Grant; and VOCR = Vocational Rehabilitation.

compared to 12% of vocational and 11% of technical students (Table 20). Special credit students spent fewer dollars on school expenses than did the students in all other curriculum programs.

Education and Employment Plans

Major differences were observed between curriculum program enrollees in terms of their plans to pursue a four-year college degree. Perhaps the most interesting finding was that 24% of the special credit students already had a college degree (Table 21). And, 6% of the college-transfer students, 4% of the technical students, and 5% of the vocational students also had completed a four-year college degree. Three-fourths of the college-transfer students, 68% of the general education students, and 41% of the technical students indicated a desire to continue working toward a four-year college degree. The smallest proportions of curriculum students aspiring to such a degree were in special credit (25%) and vocational (18%) programs.

Special credit, technical, and vocational students were firmer in their plans to work in North Carolina after completion of their educational program than were the college-transfer or general education students (Table 21). While college-transfer students were least likely to give a definite "yes," they planned to work in North Carolina, this group also had the smallest proportion of responses indicating a definite "no." Apparently, these students were somewhat uncertain about their future work plans. Over 75% of the occupation-oriented students indicated a relatively strong commitment to being employed in North Carolina upon completion of their program.

Students Being Served in Continuing Education Program Area

Selected demographic, socioeconomic, academic, and attendance characteristics of students enrolled in the various continuing education programs are examined in this section. (Analyses related to additional characteristics within these categories appear in Appendix Tables 15-19.) The specific programs discussed are academic extension, fundamental education, and occupational extension. Data regarding recreation extension programs were deleted from the analysis because only 10 of the survey respondents indicated they were enrolled in recreation extension.

Table 21. Weighted percentage distribution of curriculum students enrolled in the North Carolina Community College System, 1979, by program, plans to work toward a four-year college degree, and plans to work in North Carolina upon completion of educational program

Variable	Curriculum students				
	College-transfer	General education	Special credit	Technical	Vocational
Plans to work toward a 4 yr college degree:					
Already have	5.6	0.8	23.7	4.1	4.6
Think so	75.2	67.7	25.1	41.2	17.7
Do not know	9.2	13.2	17.0	28.2	29.2
Probably not	7.1	8.0	19.3	17.6	26.9
Definitely not	2.9	10.3	15.0	8.8	21.6
Total	100.0	100.0	100.1	99.9	100.0
	(1460)	(297)	(465)	(7074)	(2489)
Plans to work in North Carolina upon completion of educational program:					
Yes	35.2	40.5	52.1	46.4	49.4
Think so	32.0	30.1	16.9	29.4	25.5
Do not know	24.6	16.3	15.4	15.7	15.7
Don't think so	4.8	3.2	4.3	4.4	3.5
Definitely not	3.4	9.9	11.4	4.1	5.8
Total	100.0	100.0	100.1	100.0	99.8
	(1454)	(294)	(462)	(7057)	(2492)

Demographic Characteristics

Selected demographic characteristics discussed in this section are: age, sex, race, marital status, and veteran status.

Age

The youngest continuing education students were in fundamental education--56% were under the age of 30 as contrasted to 31% of the occupational extension and 22% of the academic extension students (Table 22). A larger percentage of the academic extension students (27%) were 60 or older than were under 30 (23%).

Sex

The proportions of males and females enrolled in continuing education programs varied greatly among specific programs (Table 22). Only 18% of the academic extension respondents were males as compared to 31% of the occupational extension respondents. The smallest proportion of females (55%) was in fundamental education programs.

Race

Nonwhite students made up a relatively small proportion of the enrollment in academic extension programs, whereas 21% of the occupational extension students were nonwhite, as were over 50% of the fundamental education students (Table 22).

Marital Status

Little difference was observed between academic and occupational extension students in terms of marital status; the majority were married and approximately 15% indicated they were widowed (Table 22). However, fundamental education students were more often single or engaged. A relatively large proportion (9%) of this group were either separated or divorced.

Veteran Status

An overwhelming majority of the continuing education students were not military veterans (Table 22). The largest proportion of veterans (13%) were enrolled in fundamental education.

Table 22. Weighted percentage distribution of continuing education students enrolled in the North Carolina Community College System, 1979, by program, age, sex, race, marital status, and veteran status

Variable	Continuing education students		
	Academic extension	Fundamental education	Occupational extension
Age, yr:			
22 or less	7.7	33.8	10.9
23-29	14.8	21.5	19.7
30-39	19.5	15.7	22.1
40-49	16.1	10.2	12.6
50-59	14.9	6.9	13.0
60-69	13.7	6.7	10.7
70 or more	13.3	5.4	11.0
Total	100.0	100.2	100.0
	(1338)	(723)	(2256)
Sex:			
Male	17.7	45.2	30.6
Female	82.3	54.8	69.4
Total	100.0	100.0	100.0
	(1345)	(732)	(2297)
Race:			
Black	10.1	52.1	18.9
American Indian	2.8	2.1	1.2
White	86.5	44.6	79.4
Asian	0.3	0.4	0.2
Other	0.3	0.8	0.4
Total	100.0	100.0	100.1
	(1329)	(728)	(2254)
Marital status:			
Single/engaged	12.3	46.0	14.3
Married	67.4	38.2	63.9
Widowed	13.5	7.0	14.6
Separated	2.6	4.1	2.7
Divorced	4.2	4.7	4.5
Total	100.0	100.0	100.0
	(1354)	(731)	(2276)
Military veteran:			
Yes	6.2	12.9	11.3
No	93.8	87.1	88.7
Total	100.0	100.0	100.0
	(1328)	(728)	(2275)

Socioeconomic and Academic Characteristics

The socioeconomic characteristics of continuing education students discussed in this section are: (1) student's education, (2) father's education, (3) mother's education, (4) student's income, (5) parents' income, (6) primary income, (7) occupation head-of-household, and (8) student's employment status. The academic characteristic is prior full-time enrollment in a four-year college/university.

Education--Student and Parents

Academic extension students reported higher levels of educational attainment than students in the other two continuing education programs (Table 23). Twenty-two percent of the academic extension students had at least a four-year college degree as compared to 16% of occupational extension and less than 1% of fundamental education students. At the other extreme, 37% of the fundamental education students had less than a ninth-grade education as compared to 14% of either academic or occupational extension students.

The educational levels of parents and students were similar for the academic and occupational extension groups (Table 23). However, the parents of fundamental education students had relatively little formal education; over 60% of these students indicated that their fathers had no more than an eighth-grade education.

Income--Student, Parents, and Primary

Academic extension students typically reported the highest student incomes for 1978, followed by occupational extension and then fundamental education students (Table 23). Twenty-six percent of the academic extension students reported incomes of over $20,000, compared to 21% and 5%, respectively, of occupational extension and fundamental education students. Fundamental education students had markedly less income, as evidenced by the fact that over 50% reported 1978 incomes of less than $4,000.

Although a large proportion of the continuing education respondents indicated their parents were deceased (Table 23), an obvious difference existed with regard to 1978 parental incomes when observed by program in which the student was enrolled. The parents of fundamental education students typically had much lower incomes than parents of academic or occupational extension students. Thirty-five percent of the fundamental education students reported 1978 parental incomes of less than $5,000.

Table 23. Weighted percentage distribution of continuing education students enrolled in the North Carolina Community College System, 1979, by program, student's education, father's education, mother's education, student's 1978 income, parents' 1978 income, primary 1978 income, occupation head-of-household, student's employment status, and prior full-time enrollment in a four-year college/university

Variable	Continuing education students		
	Academic extension	Fundamental education	Occupational extension
Student's education:			
Less than 7th grade	6.8	19.6	8.0
7th-8th grade	7.1	17.1	6.4
9th-11th grade	13.0	54.3	13.3
High school graduate	29.8	4.7	34.7
GED	2.0	1.8	3.6
High school + 1 yr	8.7	1.5	6.3
High school + 2-3 yr	11.2	0.6	11.5
College graduate	14.5	0.5	10.9
Graduate work	7.0	0.0	5.5
Total	100.1	100.1	100.
	(1310)	(700)	(2175)
Father's education:			
Less than 7th grade	29.7	43.9	28.9
7th-8th grade	20.6	17.2	18.9
9th-11th grade	11.7	12.8	15.2
High school graduate	19.0	16.8	22.3
GED	1.1	1.6	1.4
High school + 1 yr	2.8	0.9	2.5
High school + 2-3 yr	5.4	2.9	3.7
College graduate	6.7	3.5	4.5
Graduate work	3.0	0.6	2.7
Total	100.0	100.2	100.1
	(1193)	(652)	(2017)
Mother's education:			
Less than 7th grade	24.4	35.2	23.3
7th-8th grade	18.0	14.6	17.0
9th-11th grade	16.8	22.1	19.1
High school graduate	24.5	18.4	26.3
GED	0.9	2.6	0.8
High school + 1 yr	3.0	1.5	3.5
High school + 2-3 yr	7.7	3.1	4.2
College graduate	3.5	2.2	4.5
Graduate work	1.3	0.5	1.3
Total	100.1	100.2	100.0
	(1202)	(664)	(2022)

Table 23 (continued)

Variable	Continuing education students		
	Academic extension	Fundamental education	Occupational extension
Student's income, 1978:			
Less than $2,000	11.1	31.3	14.9
$2,000- 2,999	4.6	13.0	5.1
$3,000- 3,999	3.8	7.5	4.7
$4,000- 4,999	3.1	4.7	3.2
$5,000- 5,999	2.4	7.2	3.3
$6,000- 6,999	4.2	4.4	3.8
$7,000- 7,999	4.0	3.7	4.4
$8,000- 9,999	6.5	4.7	7.2
$10,000-11,999	9.3	6.8	7.6
$12,000-14,999	12.0	7.5	11.0
$15,000-19,999	13.1	4.5	13.7
$20,000-24,999	10.5	2.9	9.6
$25,000 or more	15.4	1.8	11.5
Total	100.0	100.0	100.0
	(1205)	(653)	(2026)
Parents' income, 1978:			
Less than $2,000	5.1	13.4	5.2
$2,000- 2,999	3.4	6.4	3.1
$3,000- 3,999	2.7	7.6	3.9
$4,000- 4,999	2.7	6.1	2.7
$5,000- 5,999	3.2	4.1	2.8
$6,000- 6,999	3.9	6.4	3.5
$7,000- 7,999	4.0	4.3	4.5
$8,000- 9,999	5.2	4.9	6.2
$10,000-11,999	6.0	6.6	4.8
$12,000-14,999	6.1	5.4	6.0
$15,000-19,999	6.4	7.5	8.0
$20,000-24,999	4.8	2.1	4.7
$25,000 or more	7.2	5.5	10.0
Parents deceased	39.5	19.7	34.6
Total	100.2	100.0	100.0
	(890)	(554)	(1609)
Primary income, 1978:			
Less than $2,000	9.5	24.8	12.9
$2,000- 2,999	4.3	12.8	5.2
$3,000- 3,999	3.5	7.0	4.4
$4,000- 4,999	3.0	5.2	3.1
$5,000- 5,999	2.4	7.8	3.3
$6,000- 6,999	3.8	4.9	3.7

Table 23 (continued)

Variable	Continuing education students		
	Academic extension	Fundamental education	Occupational extension
Primary income, 1978 (contd.):			
$7,000- 7,999	4.0	4.9	4.5
$8,000- 9,999	6.4	5.0	7.6
$10,000-11,999	9.5	7.3	7.9
$12,000-14,999	12.4	8.4	11.3
$15,000-19,999	13.8	5.8	14.5
$20,000-24,999	10.9	3.1	9.7
$25,000 or more	16.4	2.4	11.9
Parents deceased	0.2	0.8	0.0
Total	100.1	100.2	100.0
	(1274)	(719)	(2204)
Occupation head-of-household:			
Professional/technical	13.7	3.0	12.4
Manager/owner	13.8	3.1	9.7
Sales	1.1	0.0	1.4
Clerical	6.1	5.7	5.9
Crafts	11.5	17.1	13.7
Operative	5.5	9.1	7.1
Transportation	1.7	5.9	1.9
Labor, nonfarm	1.5	4.1	3.1
Farm owner/manager	3.3	1.6	2.4
Farm worker	0.5	2.5	1.0
Service	3.2	10.1	7.0
Domestic	0.6	2.6	1.3
Student, retired	18.0	9.4	15.3
Homemaker	3.0	4.3	2.6
Other not listed	16.7	21.6	15.4
Total	100.2	100.1	100.2
	(1294)	(713)	(2173)
Student's employment status:			
Full time	38.0	47.1	48.2
Part time	9.0	12.3	10.0
Homemaker	22.6	6.8	13.7
Retired	20.6	11.0	14.7
Unemployed	9.7	22.9	13.5
Total	99.9	100.1	100.1
	(1319)	(730)	(2260)

Table 23 (continued)

Variable	Continuing education students Academic extension	 Fundamental education	 Occupational extension
Prior full-time enrollment in 4 yr college/university:			
Yes	29.5	1.6	23.7
No	70.6	98.4	76.3
Total	100.1	100.0	100.0
	(1347)	(729)	(2286)

The current socioeconomic status of continuing education students was approximated by calculating the 1978 primary incomes of the respondents (Table 23). These data indicated clear socioeconomic differences between the three groups. Forty-one percent of the academic extension group had primary incomes of over $15,000 as did 36% of the occupational extension group; only 11% of the fundamental education respondents reported 1978 primary incomes of this amount.

Observations of all three of these income measures--student's, parents', and primary--indicated that academic extension students had the highest socioeconomic status, fundamental education students the lowest, and that occupational extension students fell somewhere in between.

Occupation Head-of-Household

Academic and occupational extension students were from families in which the head-of-household was more likely to be in a white-collar occupation, i.e., professional/technical or manager/owner (Table 23). Twenty-seven percent of the academic extension and 22% of the occupational extension students reported white-collar occupations for their heads-of-household. This was in contrast to 6% of the fundamental education students; their heads-of-household typically were in blue-collar occupations. A relatively large proportion of the academic and occupational extension respondents indicated that their heads-of-household were in the "student" or "retired" category.

Student's Employment Status

The largest proportion of full-time and part-time employed students were in fundamental education (59%) and occupational extension (58%). However, the largest proportion of unemployed students also was in fundamental education, with nearly 23% unemployed (Table 23). At the same time, 43% of the academic extension students were either homemakers or retirees.

Prior Full-Time Enrollment at a Four-Year College/University

With regard to the academic characteristics, prior full-time enrollment at a four-year college/university, 30% of the academic extension students indicated that they had been so enrolled, as had 24% of the occupational extension students (Table 23). However, less than 2% of the fundamental education students reported such enrollment.

Attendance Characteristics

Selected attendance characteristics of continuing education students discussed in this section are: (1) time of attendance; (2) location of classes; (3) distance to class, one way; (4) would have attended another institution had this one not existed; (5) this institution was first choice; (6) source of most influence in decision to attend; (7) source of first information about program in which enrolled; (8) expenses for books and supplies this quarter; (9) plans to enroll in a degree program; (10) plans to work toward a four-year college degree; and (11) plans to work in North Carolina upon completion of program.

Time of Attendance, Location of Classes, and Distance to Class

Approximately 60% of the students in all three continuing education programs attended evening classes. In the case of academic extension students, 61% attended classes at some off-campus site other than the residence, place of work, or a branch campus (Table 24). Approximately one-third of the fundamental education and occupational extension students attended classes on the main campus.

Continuing education students traveled short distances to class. This statement can be qualified somewhat by looking at students within specific programs (Table 24). For example, 29% of the fundamental education students traveled less than one mile to class as compared to 23% of occupational extension and 18% of academic extension students. In fact, over three-fourths of the continuing education students in all three programs traveled 10 or fewer miles to class.

Table 24. Weighted percentage distribution of continuing education students enrolled in the North Carolina Community College System, 1979, by program, time of attendance, location of classes, and distance to class

Variable	Continuing education students		
	Academic extension	Fundamental education	Occupational extension
Time of attendance:			
Day	39.6	39.8	38.2
Evening	60.6	60.2	61.8
Total	100.0	100.0	100.0
	(1346)	(729)	(2289)
Location of classes:			
Main campus	18.3	37.2	31.1
Residence/work	7.2	9.8	12.4
Branch campus	13.4	8.4	7.5
Other off-campus site	61.2	44.6	49.1
Total	100.1	100.0	100.1
	(1335)	(725)	(2261)
Distance to class, one way, mi:			
Less than 1	18.0	29.0	22.6
1-5	36.6	36.9	35.7
6-10	24.2	18.4	19.6
11-15	10.7	8.6	10.6
16-20	5.1	3.7	5.3
21-25	3.7	1.7	2.7
26-30	1.1	0.9	1.4
31-35	0.2	0.5	0.7
More than 35	0.4	0.3	1.5
Total	100.0	100.0	100.1
	(1346)	(728)	(2294)

Choice of Institutions

When asked if they would have attended another institution had their institution not existed, a large majority of the students in all three continuing education programs responded negatively. In response to the question--Was this institution your first choice for continuing education?--almost 94% of these students responded affirmatively (Table 25).

Table 25. Weighted percentage distribution of continuing education students enrolled in the North Carolina Community College System, 1979, by program and choice of institutions

Variable	Continuing education students Academic extension	 Fundamental education	 Occupational extension
Would have attended another institution had this one not existed:			
Yes	14.2	33.0	22.5
No	85.9	67.0	77.5
Total	100.0 (1327)	100.0 (729)	100.0 (2256)
This institution *first* choice:			
Yes	93.9	93.1	93.9
No, another CC or TI	1.7	1.9	1.7
No, private 2 yr college	0.4	0.3	0.4
No, private trade or professional school	0.2	1.4	0.4
No, public 4 yr college/ university	1.6	0.5	2.0
No, private 4 yr college/ university	0.1	0.4	0.3
No, another type of school not listed	2.2	2.5	1.4
Total	100.1 (1282)	100.1 (729)	100.1 (2205)

Source of Most Influence to Attend and Source of First Information About Program

Students in all three continuing education programs indicated that recruiters or other institutional personnel had the greatest influence on their decision to attend (Table 26). The second most influential source was "other than listed" in the survey instrument. Third in influence were other students for academic extension students, social service agencies for fundamental education students, and employers for occupational extension students.

The larger proportions of students in all three continuing education programs reported that recruiters or other institutional personnel also were their sources of first information about the program in which they enrolled (Table 26). The second most frequent sources of first information were, for academic extension students, another student; for occupational extension students, mass media; and for fundamental education students, a friend who was not a student. The third most frequent sources of first information were mass media for academic extension students, social service agencies for fundamental education students, and institutional literature for occupational extension students.

Expenses

The cost of books and supplies for the spring quarter, 1979, was less than $25 for over 65% of the continuing education students (Table 27). Fundamental education students paid the least and academic extension students paid the most for books and supplies.

Education and Employment Plans

Over 60% of the fundamental education students planned to enroll in a degree program at some later date. This was in contrast to 20% of the academic extension and 24% of the occupational extension students (Table 28). The proportions who planned to work toward a four-year college degree were much smaller in all categories. Twenty-one percent of the academic extension and 16% of the occupational extension students already had a four-year college degree. Almost two-thirds of the fundamental education group planned to work in North Carolina, as did well over 50% of the occupational and 42% of the academic extension groups. Thirty-eight percent of the academic extension students planned to be homemakers or retirees, as did 26% of the occupational extension students. These plans were consistent with the relatively older age of academic and occupational extension students.

Table 26. Weighted percentage distribution of continuing education students enrolled in the North Carolina Community College System, 1979, by program, source of most influence to attend, and source of first information about program

Variable	Continuing education students Academic extension	 Fundamental education	 Occupational extension
Source of most influence to attend:			
Institutional personnel (recruiter, etc.)	27.4	22.5	24.6
Institutional literature	8.2	1.5	8.2
Media	6.6	1.9	8.0
Employer	1.5	4.2	10.5
4 yr college/university personnel	0.5	0.7	0.8
High school personnel	0.2	3.0	0.4
Mother	2.3	6.7	1.6
Father	0.2	2.3	0.5
Spouse	7.1	8.7	6.2
Child	2.1	1.7	1.9
Other relative	6.7	4.9	4.5
Another student	13.2	5.7	7.8
Friend, not student	7.2	9.1	6.1
Social service agency	1.0	10.3	1.4
Other not listed	15.7	16.7	17.6
Total	99.9 (1328)	99.9 (724)	100.1 (2252)
Source of first information about program:			
Institutional personnel (recruiter, etc.)	28.4	29.0	25.8
Institutional literature	11.5	3.2	12.3
Media	12.6	6.0	14.1
Employer	1.1	2.9	10.1

Table 26 (continued)

Variable	Continuing education students Academic extension	 Fundamental education	 Occupational extension
Source of first information (contd.):			
4 yr college/university personnel	0.2	2.3	0.5
High school personnel	0.1	6.4	0.6
Mother	1.5	2.5	1.2
Father	0.1	0.8	0.3
Spouse	2.6	2.5	1.9
Child	0.8	1.6	0.9
Other Relative	6.7	4.0	4.5
Another student	14.7	9.8	8.9
Friend, not student	7.3	10.4	5.9
Social service agency	0.8	9.8	1.2
Other not listed	11.7	8.7	12.0
Total	100.1	99.9	100.2
	(1332)	(729)	(2259)

Table 27. Weighted percentage distribution of continuing education students enrolled in the North Carolina Community College System, 1979, by program and cost of books and supplies for this quarter

Cost of books and supplies for this quarter	Continuing education students Academic extension	 Fundamental education	 Occupational extension
None	28.2	60.8	42.3
Less than $25	37.0	34.0	41.9
$25- 49	19.4	3.3	9.4
$50- 74	6.7	1.0	3.9
$75- 99	3.3	0.0	0.9
$100-149	2.5	0.4	0.9
$150-199	1.1	0.3	0.1
$200 or more	1.9	0.3	0.6
Total	100.1 (1294)	100.1 (725)	100.0 (2254)

Value Orientation Toward Education

There were noticeable differences among continuing education students in terms of why they decided to continue their education (Table 29). Academic extension students indicated that their four major reasons were to learn things of interest, to become more cultured, to meet people, and to contribute more to society. At the same time, occupational ex- extension students wanted to learn things of interest, earn more money, contribute more to society, and gain a general education. In contrast to these two groups, fundamental education students were seeking to gain a general education, earn more money, get a better job, and contribute more to society. Clearly, the value orientations of these groups differed, with each motivated by a characteristic cluster of goals.

Comparisons Between Curriculum and Continuing Education Students Enrolled in the North Carolina Community College System, 1979, and North Carolina's Projected 1979 Adult Population

One of the primary objectives of the NCCCS, as set forth in the Report of the Commission on Goals (1977, p. 11), is "to make education accessible to all North Carolina adults regardless of age, sex, socioeconomic status, or ethnic background." The System's effectiveness in meeting this objective was measured by comparing selected demographic and

Table 28. Weighted percentage distribution of continuing education students enrolled in the North Carolina Community College System, 1979, by program, plans to enroll in a degree program, plans to work toward a four-year college degree, and employment plans after education

Variable	Continuing education students		
	Academic extension	Fundamental education	Occupational extension
Plan to enroll in a degree program:			
Yes	19.4	60.5	24.4
No	80.6	39.4	75.6
Total	100.0	99.9	100.0
	(1308)	(721)	(2245)
Plan to work toward a 4 yr college degree:			
Already have	20.9	0.4	15.8
Think so	5.9	23.8	7.8
Don't know	9.7	25.6	14.8
Probably not	18.7	23.1	21.0
Definitely not	44.8	27.0	40.6
Total	100.0	99.9	100.0
	(1305)	(728)	(2239)
Employment plans after education:			
Probably or definitely work in North Carolina	41.7	64.3	59.0
Work in another state	2.0	6.3	1.9
Military service	0.4	2.6	0.3
Marriage, homemaker	15.0	3.5	9.3
Retirement	23.1	8.3	16.7
Other	17.9	15.0	12.9
Total	100.1	100.0	100.1
	(1235)	(729)	(2168)

Table 29. Value orientations toward education of continuing education students enrolled in the North Carolina Community College System, 1979, by program, rank order of responses, and raw scores (RS)[a]

Reasons to continue education	Continuing education students					
	Academic extension		Fundamental education		Occupational extension	
	Rank	RS[b]	Rank	RS[b]	Rank	RS[b]
To contribute more to society	4	40.28	4	25.17	3	98.39
To earn more money	7	27.18	2	34.96	2	108.54
To become more cultured	2	53.26	7	13.19	5	75.88
To gain a general education	6	29.06	1	36.40	4	89.18
To get a better job	8	16.81	3	32.52	7	74.33
To improve my reading & study skills	10	14.49	5	24.26	9	36.99
To improve my social life	5	34.74	8	10.66	8	61.57
To learn more things of interest	1	87.75	6	20.95	1	156.57
To meet interesting people	3	52.86	10	7.25	6	75.59
My parents or spouse wanted me to	11	12.17	9	7.62	11	22.15
There was nothing better to do	9	16.11	11	4.97	10	25.95

[a] RS (raw score) is the weighted frequency times the converted rank value; each first choice multiplied by 5, each second by 4, each third by 3, and so on.

[b] Raw score values are in tens of thousands, e.g., 40.28 x 10,000 = 402,800.

socioeconomic characteristics of students with those of the State's adult population. Because nine years had elapsed since the 1970 U.S. Census report, 1979 adult population projections were developed to use as a comparison base in this survey of student enrollments. As noted earlier, these projections were calculated by R. David Mustian, Professor of Sociology, North Carolina State University.

The demographic characteristics compared were age, sex, and race; the socioeconomic characteristics were student's education, primary income, and occupation head-of-household. Differences between these student characteristics and corresponding characteristics of the adult population were tested statistically through the chi-square goodness-of-fit test with significance of the differences set at the .05 level.

Demographic Comparisons

Demographic characteristics compared were age, sex, and race.

Age

Although the age distributions of curriculum students closely paralleled the age distributions in the projected 1979 adult population, enrollments in curriculum programs were skewed toward the younger age groups (Table 30). Approximately 39% of the curriculum students surveyed were under 23 years of age, more than double the proportion of this age category in the North Carolina adult population. Adults 40 years of age and older were seriously underrepresented among curriculum students, comprising 13% of the students and 49% of the North Carolina adult population. Chi-square analysis revealed that these differences are statistically significant (.05 level).

The observed differences between age distributions among the continuing education students and the adult population were minor and not statistically significant (Table 30). Continuing education students represented a slightly smaller proportion of the 18-22 age group and a slightly larger proportion of adults who were over 69 years of age than might be expected from examining the adult population, but the differences were too slight to be attributed to anything other than chance. In terms of age distributions, the North Carolina 1979 projected adult population appeared to be well represented in continuing education programs, while older adults were seriously underrepresented in the curriculum program area.

Table 30. Weighted percentage distribution of curriculum and continuing education students enrolled in the North Carolina Community College System, 1979, and the projected 1979 adult population of North Carolina, by age, sex, and race

Variable	North Carolina adult population[a]	Students	
		Curriculum	Continuing education
Age, yr:			
18-22	14.9	39.1[b]	13.1
23-29	17.1	28.0	18.5
30-39	19.3	19.9	20.5
40-49	14.5	8.3	13.3
50-59	14.1	2.7	12.7
60-69	11.2	1.8	11.0
70 and older	8.9	0.3	10.9
Total	100.0	100.1	100.0
	(4,057,951)	(11,774)	(4,327)
Sex:			
Male	47.4	46.4	28.8[c]
Female	52.6	53.6	71.2
Total	100.0	100.0	100.0
	(4,057,951)	(11,835)	(4,384)
Race:			
White	78.9	76.5	76.8
Black	20.1	20.9	20.8
Other	1.0	2.6	2.4
Total	100.0	100.0	100.0
	(4,057,951)	(11,743)	(4,320)

[a] In this and succeeding tables, the North Carolina adult population figures are projections for 1979 made by R. David Mustian, Professor of Sociology, North Carolina State University at Raleigh.

[b] χ^2 = 25.46; df = 6; .05 level.

[c] χ^2 = 7.34; df = 1; .05 level.

Sex

When the distribution of curriculum students was compared to that of the State's projected 1979 adult population in terms of sex, it was observed that 54% of curriculum students were females and that females represented 53% of the adult population (Table 30). This slight difference is not statistically significant. However, the ratio of males (29%) to females (71%) in continuing education programs did not match that in the adult population. This difference is statistically significant (.05 level). Thus, while curriculum program enrollments reflected a proportional representation of the North Carolina projected 1979 adult population in terms of sex, males were considerably underrepresented in continuing education programs.

Race

The proportion of students enrolled in the NCCCS in 1979 who were white and nonwhite matched the 1979 projected North Carolina racial distributions. This was true for both curriculum and continuing education students. Twenty-one percent of the students were black as compared to a projected 20% for the State's adult population. The institutions may be enrolling a slightly higher proportion (3%) of other nonwhite racial groups than exist in the North Carolina adult population (1%). None of the racial distributions differed significantly when the State and student populations were compared (Table 30).

Socioeconomic Comparisons

As stated earlier, socioeconomic comparisons between 1979 NCCCS student enrollments and the North Carolina projected 1979 adult population were by student's education, primary income, and occupation head-of-household.

Student's Education

Differences were noted between the educational attainments of North Carolina's projected 1979 adult population and students enrolled in the NCCCS, 1979 (Table 31). However, these differences were statistically significant (.05 level) only when curriculum enrollments were compared to the adult population.

Adults with a grammar school education were underrepresented in curriculum programs. Those adults comprised one-third of the State's adult population but less than one-tenth of the curriculum student enrollments. High school graduates

Table 31. Weighted percentage distribution of curriculum and continuing education students enrolled in the North Carolina Community College System, 1979, and the projected 1979 adult population of North Carolina, by student's education, primary income, and occupation head-of-household

Variable	North Carolina adult population	Students	
		Curriculum	Continuing education
Student's education[a]:			
Grammar school or less	24.9	0.8[b]	17.2
Some high school	30.4	2.8	18.7
High school	24.6	47.8	32.1
1-3 yr postsecondary	9.5	40.3	16.3
College graduate or more	10.6	8.4	15.8
Total	100.0	100.1	100.1
	(3,035,274)	(11,515)	(4,186)
Primary income, in 1978 dollars:			
Less than $4,000	6.1	17.2[c]	24.1[d]
$ 4,000- 6,999	7.2	12.0	11.0
$ 7,000- 9,999	15.1	12.6	11.3
$10,000-14,999	21.0	21.2	19.5
$15,000-24,000	22.0	23.9	22.2
$25,000 or more	29.6	13.0	11.9
Total	100.0	99.9	100.0
	(1,530,280)	(10,747)	(3,894)
Occupation head-of-household:			
Professional/technical	11.0	15.9	17.6
Owner/manager	7.4	16.6	15.3
Sales/clerical	20.1	14.6	10.8
Crafts/foremen	14.5	20.2	20.7
Operative	26.3	13.2	14.2
Labor, nonfarm	5.0	5.1	4.2
Service	10.9	10.6	11.5
Farm	4.8	3.9	3.5
Total	100.0	100.1	100.0
	(2,604,823)	(8,339)	(2,746)

[a] Projections based on North Carolina's 1970 adult population 25 years of age or older.

[b] $\chi^2 = 71.96$; df = 4; .05 level.

[c] $\chi^2 = 12.74$; df = 5; .05 level.

[d] $\chi^2 = 18.97$; df = 5; .05 level.

were overrepresented; 48% of the curriculum students as compared to 25% of the adult population. And, 49% of the curriculum students reported education beyond high school, while projections suggested that only 20% of North Carolina's adult population had completed this level of formal education.

Similar differences existed between the adult population and continuing education students, although of less magnitude, and none were statistically significant. Persons who had not completed high school were underrepresented, forming 36% of the continuing education enrollments and 55% of the adult population. Those with education beyond high school were overrepresented: 32% in continuing education programs but only 20% in the adult population. It appears that the NCCCS is serving a clientele that is better educated than the general adult population of North Carolina.

Primary Income

Income comparisons were made in terms of 1978 dollars, the year for which students in the survey were asked to report their family income (Table 31). Distributions for curriculum and continuing education enrollments were based upon primary income, i.e., that of the family--own or parental--which the student identified as the major source of support.

Curriculum enrollments were overrepresentative of adults from the lower-income categories: 17% of the curriculum students reported a 1978 income of less than $4,000 compared to a 6% projection for the adult population. At the upper range, 29% of the adult population was estimated to have an annual income of $25,000 or more but only 13% of the curriculum students were in that income category (Table 31).

Continuing education students also had lower incomes than the adult population. Twenty-four percent of these students reported less than $4,000 in 1978; only 12% had incomes of $25,000 or more.

In both curriculum and continuing education program areas there appeared to be a serious overrepresentation of students in lower-income levels and a serious underrepresentation of students in higher-income levels. Mid-range income categories--from $7,000 to $24,999--were fairly well represented.

Chi-square analysis indicated that the primary incomes of both curriculum and continuing education students differed significantly (.05 level) from that of the State's projected 1979 adult population.

Occupation Head-of-Household

When the distributions of occupational categories in the State's projected 1979 adult population were compared to those of students in the NCCCS, 1979, several differences were apparent (Table 31). The largest occupational group represented among curriculum students was crafts/foremen (20%), while operatives (26%) was the largest occupational group represented in the adult population. Those groups most underrepresented among curriculum program enrollments were sales and clerical workers, operatives, and farm workers. The professional/technical, owner/manager, and crafts/foremen groups were overrepresented.

The largest proportion of continuing education students reported a crafts/foremen occupation for their heads-of-household (21%), a larger proportion than found in the North Carolina adult population (15%). Also overrepresented among enrollments were the professional/technical, owner/manager, and service classifications. The continuing education enrollments were underrepresentative of the sales/clerical, operative, nonfarm labor, and farm occupations.

Chi-square analysis indicated no significant differences between the occupational distributions in either curriculum or continuing education enrollments in the NCCCS, 1979, and that of the State's projected 1979 adult population.

Profile Changes in the Curriculum Student Population Between 1968, 1974, and 1979

The profile changes that occurred among the curriculum student population between the years 1968, 1974, and 1979 are described in this section in terms of selected demographic, socioeconomic, and attendance characteristics.

Demographic Characteristics

The selected demographic characteristics used in describing the profile changes were: age, sex, race, marital status, location of institution, and residence while enrolled.

Age

The NCCCS is serving an increasingly older curriculum student population. Between 1968 and 1979, the proportion of these students who were 19 or younger decreased from 49% to 18%, while the proportion who were over 25 years of age increased from 19% to 47% (Table 32).

Table 32. Weighted percentage distribution of curriculum students enrolled in the North Carolina Community College System, 1968, 1974, and 1979, by age, sex, race, marital status, location of institution, and residence while enrolled

Variable	Curriculum students		
	1968	1974	1979
Age, yr:			
17 or less	0.8	0.3	0.4
18	19.7	7.6	6.1
19	28.4	14.6	11.9
20-22	24.8	21.7	20.7
23-25	7.5	13.3	13.6
26-29	5.7	13.8	14.4
30-39	8.3	17.0	19.9
40-49	3.8	9.2	8.3
50 or more	0.9	2.5	4.8
Total	99.9	100.0	100.1
	(11,149)	(6,431)	(11,774)
Sex:			
Male	67.8	60.8	46.4
Female	32.2	39.2	53.6
Total	100.0	100.0	100.0
	(11,122)	(6,992)	(11,835)
Race:			
Black	12.3	16.2	20.9
American Indian	0.8	0.7	1.4
White	86.8	82.2	76.5
Other	0.0	0.8	1.2
Total	99.9	99.9	100.0
	(11,055)	(6,920)	(11,743)
Marital status:			
Single/engaged	68.7	43.8	45.0
Married	28.1	51.0	45.1
Widowed	0.8	0.8	1.5
Separated	1.0	2.1	3.5
Divorced	1.4	2.2	4.9
Total	100.0	99.9	100.0
	(11,131)	(6,934)	(11,822)
Location of institution:			
In home county	62.2	66.4	69.8
Not in home county	37.8	33.6	30.2
Total	100.0	100.0	100.0
	(11,081)	(6,921)	(11,835)

Table 32 (continued)

Variable	Curriculum students 1968	 1974	 1979
Residence while enrolled:			
With parents	57.2	34.2	31.3
With spouse	24.6	49.8	43.6
Boarding student	10.6	1.3	0.8
Other	7.5	14.7	24.3
Total	99.9	100.0	100.0
	(11,048)	(6,759)	(11,833)

Sex

Female enrollments continued to increase among the curriculum student population. The proportion of females enrolled was 32% in 1968 and 54% in 1979 (Table 32).

Race

There appeared to be a trend in the direction of a steady increase in nonwhite enrollments in curriculum programs. Proportional enrollments of nonwhite curriculum students increased from 13% in 1968 to 18% in 1974 to 23% in 1979 (Table 32).

Marital Status

Although the proportion of single curriculum students declined from 69% in 1968 to 44% in 1974, it increased very slightly (to 45%) in 1979. There also was a slight decrease in the proportion of married students in 1979 as compared to 1974, although there were still far more married students than in 1968 (Table 32). The trend toward a larger proportion of separated and divorced curriculum students continued between 1968 and 1979.

Location of Institution

Between 1968 and 1979, curriculum students increasingly enrolled in the institution that was in their home county. In fact, in 1979 almost three-fourths of those surveyed fitted that description (Table 32).

Residence While Enrolled

Observations of curriculum student residence patterns revealed some dramatic changes between 1968 and 1979. The proportion of students living with parents declined from 57% in 1968 to 31% in 1979. Although the proportion who lived with their spouses increased between 1968 and 1974, it declined somewhat during the subsequent five years. Coupled with these changes was a relatively large increase in the proportion of students living in "other" types of residential arrangements not specified in the survey instrument, from 8% in 1968 to 24% in 1979, and a 9 percentage point decrease in the proportion of boarding students (Table 32).

Socioeconomic Characteristics

Selected socioeconomic characteristics used in describing profile changes were: (1) student's education (2) parents' education, (3) student's income, (4) parents' income, and (5) student's employment status.

Education--Student and Parents

There appears to be a trend toward declining curriculum program enrollments among the educationally disadvantaged. In 1968, 7% of the curriculum students were not high school graduates. By 1979 this proportion had decreased to less than 4%. This change was accompanied by an increase in the proportion of students who had attained education beyond the high school. Twenty-four percent of the curriculum students in 1968 reported some postsecondary education, compared to 49% in 1979 (Table 33).

The educational level of curriculum students' parents also increased considerably over the past years. The proportion of fathers who had some postsecondary education was 11% in 1968 and 23% in 1979. At the same time, the proportion of fathers who had less than a ninth-grade education declined from 37% to 30%. A similar trend was observed in the reported educational levels of students' mothers.

Income--Student and Parents

No clear, consistent trends were observed in the changes in curriculum student incomes between 1968 and 1979. However, the $10,000 or more income group increased from 1% in 1968 to 16% in 1979. There was a noticeable decline, from 76% to 39%, in the lowest income group between 1968 and 1974, although this proportion increased slightly in the subsequent five years (Table 33).

Table 33. Weighted percentage distribution of curriculum students enrolled in the North Carolina Community College System, 1968, 1974, and 1979, by student's education, parents' education, student's income, parents' income, and student's employment status

Variable	Curriculum students		
	1968	1974	1979
Student's education:			
Grammar school or less	1.6	1.3	0.8
Some high school	4.9	4.1	2.8
High school graduate	64.0	45.4	40.0
GED	5.2	7.7	7.8
Some postsecondary to college graduate	24.0	39.6	46.4
Graduate work or more	0.3	1.9	2.2
Total	100.0	100.0	100.0
	(11,054)	(6,879)	(11,515)
Father's education:			
Less than 7th grade	15.8	19.0	15.9
7th-8th grade	21.5	19.3	14.9
Some high school	26.6	19.2	18.3
High school graduate	24.9	25.0	28.5
Some postsecondary to college graduate	8.8	15.0	19.2
Graduate work or more	2.5	2.6	3.4
Total	100.1	100.1	100.1
	(10,810)	(6,756)	(11,309)
Mother's education:			
Less than 7th grade	8.3	9.0	8.1
7th-8th grade	15.8	15.5	11.7
Some high school	31.9	22.4	22.0
High school graduate	31.7	35.0	39.8
Some postsecondary to college graduate	10.6	16.2	18.2
Graduate work or more	1.8	1.8	2.1
Total	100.1	99.9	99.9
	(10,871)	(6,796)	(11,391)
Student's income, in 1967 dollars:			
Less than $3,000	76.0	38.6	40.4
$ 3,000-5,999	17.1	22.5	22.8
$ 6,000-7,499	3.8	8.3	10.0
$ 7,500-9,999	2.0	19.0	10.9
$10,000 or more	1.2	11.5	15.9
Total	100.1	99.9	100.0
	(10,334)	(6,486)	(10,747)

Table 33 (continued)

Variable	Curriculum students		
	1968	1974	1969
Parents' income, in 1967 dollars:			
Less than $3,000	17.5	15.9	18.7
$ 3,000-5,999	34.9	23.3	23.8
$ 6,000-7,499	16.6	8.6	11.1
$ 7,500-9,999	15.7	18.1	11.2
$10,000 or more	16.2	28.8	27.2
Parents deceased	0.0	5.3	8.1
Total	99.9	100.0	100.1
	(9,944)	(5,932)	(9,572)
Student's employment status:			
Full time	21.4	45.5	43.1
Part time	32.6	25.4	21.8
Unemployed and other	46.0	29.2	35.1
Total	100.0	100.1	100.0
	(11,079)	(6,805)	(11,754)

The incomes of parents of curriculum students increased substantially between 1968 and 1974. However, between 1974 and 1979, the proportion who earned less than $6,000 increased from 39% to 43%, while the proportion with mid-range incomes decreased somewhat (Table 33). The proportion of parents reported to have incomes of $10,000 or more was 16% in 1968 and 27% in 1979.

Employment Status--Student

In 1968, only 21% of curriculum students were employed full time; by 1974, this proportion was 45%. By 1979, the proportion of full-time employed curriculum students had decreased to 43% (Table 33). In this same five-year period the proportion of part-time employed curriculum students also declined, while the proportion of unemployed, retired, or "other" students increased, but not to its 1968 peak of 46%. Overall, there were fewer working curriculum students in 1979 than in 1974.

Attendance Characteristics

Several of the attendance characteristics of curriculum students changed considerably between the years 1968 and 1979. Among these were: (1) program in which enrolled, (2) time of attendance, (3) hours in class/week, (4) distance to class, (5) choice of institution, (6) plans to work toward a four-year college degree, (7) plans to be employed in North Carolina upon completion of program, and (8) other employment plans.

Program in Which Enrolled

Noticeable trends emerged when the curriculum enrollments were examined by program. In 1968, 24% of the curriculum students were in college-transfer programs. However, the movement over the past decade has been toward more occupation oriented programs (Table 34). The 1974-1979 period also showed an increase in special credit enrollments and a decline in general education enrollments.

Time of Attendance, Hours in Class/Week, and Distance to Class

The proportion of curriculum students who attended most of their classes during the day declined from 84% in 1968 to 60% in 1979 (Table 34). There also was evidence of an increase in the proportion of part-time curriculum students. For example, 27% of these students were in attendance for 15 or fewer hours per week in 1968 as compared to 61% in 1979. During the same time, the proportions of students in attendance for more than 15 hours per week declined steadily (from 73% to 40%).

The distance students traveled to attend classes has changed. While the changes from 1968 to 1974 indicated that students traveled fewer miles to class, it appeared that from 1974 to 1979 students were traveling somewhat farther, although the differential was minor (Table 34).

Choice of Institutions

In 1968, 70% of the curriculum students indicated that they would have attended another institution if theirs had not existed, but this proportion decreased to 59% in 1974, and increased slightly to 61% in 1979. It appeared that nearly 4 out of 10 of the 1979 curriculum students would have received no postsecondary education had it not been for the NCCCS (Table 34).

Plans for Further Education and Employment

A smaller proportion of curriculum students planned to work toward a four-year college degree in 1979 than in 1974.

Table 34. Weighted percentage distribution of curriculum students enrolled in the North Carolina Community College System, 1968, 1974, and 1979, by program in which enrolled, time of attendance, hours in class/week, distance to class, would have attended another institution if theirs had not existed, plans to work toward a four-year college degree, plans to be employed in North Carolina upon completion of program, and other employment plans

Variable	Curriculum students		
	1968	1974	1979
Program in which enrolled:			
College-transfer	23.7	15.2	11.2
General education	0.0	7.5	2.8
Special credit	0.0	10.4	14.4
Technical	47.3	47.0	52.3
Vocational	29.0	19.9	19.3
Total	100.0	100.0	99.9
	(11,095)	(6,937)	(11,888)
Time of attendance:			
Day	83.7	65.4	60.2
Evening	16.3	34.5	39.8
Total	100.0	99.9	100.0
	(11,111)	(6,924)	(11,843)
Hours in class/week:			
15 or less	27.0	52.0	61.4
16-20	26.0	17.2	14.6
21-25	17.2	10.4	8.7
26 or more	29.8	20.4	15.3
Total	100.0	100.0	100.0
	(10,937)	(6,937)	(11,836)
Distance traveled to class, one way, mi:			
Less than 1	6.0	6.5	5.5
1-15	66.4	68.7	68.0
16-25	13.9	16.3	17.4
26-30	5.7	3.7	3.8
31 or more	8.0	4.7	5.4
Total	100.0	99.9	100.1
	(11,108)	(6,789)	(11,834)

Table 34 (continued)

Variable	Curriculum students		
	1968	1974	1979
Would have attended another institution if theirs had not existed:			
Yes	69.6	59.3	61.4
No	30.4	40.7	38.6
Total	100.0	100.0	100.0
	(10,880)	(6,890)	(11,836)
Plan to work toward a 4 yr college degree:			
Yes	39.6	54.9	45.9
No	60.4	45.1	54.1
Total	100.0	100.0	100.0
	(10,703)	(4,426)	(11,785)
Plan to be employed in North Carolina upon completion of program:			
Yes	81.8	87.9	78.0
No	18.2	12.1	22.0
Total	100.0	100.0	100.0
	(10,768)	(4,791)	(11,759)
Other employment plans:			
Work in another state	41.1	77.1	42.1
Military service	24.9	3.6	4.7
Marriage, homemaking	20.0	5.8	8.2
Other	14.0	13.5	45.0
Total	100.0	100.0	100.0
	(1,960)	(574)	(2,587)

However, the 46% who indicated such plans represented a larger proportion than in 1968 (40%).

Similarly, a smaller percentage of the 1979 curriculum students indicated intentions of working in North Carolina upon completion of their program. Although an increase was noted from 1968 to 1974 in the proportion who planned to work in North Carolina, the proportion decreased by 10 percentage points between 1974 and 1979 (Table 34). Of those students who had other employment plans, the largest increase between 1968 and 1979 was among those in the "other" category--from 14% to 45%--while at the same time those planning for military service decreased from 25% to 5%. Also, between 1974 and 1979, the proportion of curriculum students who indicated a desire to find employment outside of North Carolina decreased by 35 percentage points.

Profile Changes in the Continuing Education Student Population Between 1969, 1974, and 1979

In this section are described profile changes that were observed among continuing education students between 1969, 1974, and 1979 in terms of selected demographic, socioeconomic, and attendance characteristics.

Demographic Characteristics

The demographic characteristics used in describing profile changes among continuing education students were: (1) age, (2) sex, (3) race, (4) marital status, (5) location of institution, and (6) residence while enrolled.

Age

The NCCCS clearly is serving increasing numbers of older continuing education students (Table 35). While the proportion of those under 20 years of age decreased by 5 percentage points between 1969 and 1979, a corresponding increase was noted in the proportion of students aged 30 and above, i.e., from 57% to 68%.

Sex

Between 1969 and 1979, the proportion of females enrolled in continuing education programs increased (Table 35). While 40% of all continuing education students in 1969 were male, this proportion had decreased to 29% in 1979.

Race

In 1969, 80% of the continuing education enrollment was white (Table 35). By 1974 this proportion was 68%. However, by 1979 the proportion of white continuing education students was 77%.

Marital Status

While the proportion of single continuing education students remained fairly consistent between 1969 and 1979, a

Table 35. Weighted percentage distribution of continuing education students enrolled in the North Carolina Community College System, 1969, 1974, and 1979, by age, sex, race, marital status, location of institution, and residence while enrolled

Variable	Continuing education students		
	1969	1974	1979
Age, yr:			
19 or less	11.2	8.3	6.0
20-25	20.9	20.4	15.1
26-29	11.5	11.0	10.4
30 or more	56.5	60.4	68.4
Total	100.1	100.1	99.9
	(9,390)	(2,886)	(4,327)
Sex:			
Male	40.4	31.4	28.8
Female	59.6	68.6	71.2
Total	100.0	100.0	100.0
	(9,473)	(2,890)	(4,384)
Race:			
Nonwhite	20.1	32.3	23.3
White	79.9	67.7	76.7
Total	(9,384)	(2,885)	(4,320)
Marital status:			
Single/engaged	18.6	18.8	18.0
Married	72.2	67.8	61.5
Widowed	4.0	7.9	13.3
Separated	2.3	2.8	2.8
Divorced	3.0	2.6	4.4
Total	100.1	99.9	100.0
	(9,446)	(2,890)	(4,371)
Institution in home county:			
Yes	77.5	77.4	85.0
No	22.5	22.6	15.1
Total	100.0	100.0	100.1
	(9,346)	(2,563)	(4,346)
Residence while enrolled:			
With parents	29.8	9.8	10.5
With spouse	54.7	68.8	59.1
Other	15.5	21.4	30.4
Total	100.0	100.0	100.0
	(9,154)	(2,765)	(4,326)

steady decrease--from 72% to 62% over the 10-year period--was noted in the proportion of married students (Table 35). An increase was observed in the proportion of widowed, separated, and divorced continuing education students.

Location of Institution

Another enrollment trend observed was that in 1979 a larger proportion of continuing education students were attending institutions in their home county than was the case in 1969 (Table 35). In 1969, 78% of those surveyed lived in the same county in which their institution was located; by 1979 this figure had increased to 85%.

Residence While Enrolled

The continuing education student profile changed in terms of student residence patterns between 1969 and 1979 (Table 35). In 1969, 30% of these students indicated that they were living with parents, but this proportion had diminished to 11% by 1979. The proportion living with their spouse increased sharply between 1969 and 1974--from 55% to 69%--then declined to 59% in 1979. There also was a considerable increase over the 10-year period in the proportion of continuing education students who reported a "non-traditional" living arrangement (16% to 30%).

Socioeconomic Characteristics

The socioeconomic characteristics used in describing profile changes among continuing education students were: (1) student's education, (2) parents' education, (3) student's income, (4) parents' income, and (5) student's employment status.

Education--Student and Parents

The data in Table 36 indicate a trend toward increases in enrollments among continuing education students in the highest and lowest educational categories. The proportion of these respondents with some four-year college training increased steadily from 20% in 1968 to 32% in 1979. During the same time, the percentage of students with a grammar school education or less increased from 14% to 17%, and enrollments declined among those with some high school or a high school education. Overall, 1979 continuing education students were a more highly educated population than were their 1969 counterparts.

Table 36. Weighted percentage distribution of continuing education students enrolled in the North Carolina Community College System, 1969, 1974, and 1979, by student's education, father's education, mother's education, student's income, parents' income, and student's employment status

Variable	Continuing education students		
	1969	1974	1979
Student's education:			
Grammar school or less	14.0	14.4	17.2
Some high school	27.3	20.6	18.7
High school graduate	35.0	35.0	29.2
GED	4.0	3.2	2.9
At least 1 yr postsecondary	19.6	26.8	32.0
Total	99.9	100.0	100.0
	(9,274)	(2,819)	(4,186)
Father's education:			
Grammar school or less	46.6	55.2	50.3
Some high school	23.2	15.2	13.9
High school graduate	17.8	17.7	20.5
GED	1.9	0.6	1.3
At least 1 yr postsecondary	10.6	11.4	14.0
Total	100.1	100.1	100.0
	(7,493)	(2,571)	(3,871)
Mother's education:			
Grammar school or less	38.1	44.6	42.2
Some high school	28.0	19.6	18.8
High school graduate	22.2	22.7	24.7
GED	1.8	0.4	1.1
At least 1 yr postsecondary	10.0	12.8	13.3
Total	100.1	100.1	100.1
	(7,479)	(2,577)	(3,897)
Student's income, in 1968 dollars:			
Less than $3,000	35.1	27.9	31.5
$3,000-4,999	26.6	14.8	13.5
$5,000-7,499	23.3	16.6	16.5
$7,500 or more	14.9	40.7	38.5
Total	99.9	100.0	100.0
	(6,853)	(2,409)	(3,894)

Table 36 (continued)

Variable	Continuing education students		
	1969	1974	1979
Parents' income[a]:			
Less than $3,000	25.3	28.0	27.7
$3,000-4,999	21.2	16.3	19.5
$5,000-7,499	23.8	17.9	16.9
$7,500 or more	29.7	37.8	35.8
Total	100.0	100.0	99.9
	(5,063)	(1,538)	(2,009)
Student's employment status:			
Full time	65.3	49.5	45.1
Part time	9.4	11.2	10.0
Other	25.3	39.2	44.9
Total	100.0	100.0	100.0
	(9,328)	(2,745)	(4,320)

[a] Percentages based on those who indicated a parental income.

The level of education of parents of continuing education students was slightly higher in 1979 than in 1969. The proportion of students whose fathers had a grammar school education or less rose from 47% in 1969 to 55% in 1974 and then declined to 50% in 1979. At the same time, the proportion of those whose fathers had at least some postsecondary education rose slightly from 11% in 1969 to 14% in 1979. The same basic trend held true for mothers' educational attainment (Table 36).

Income--Student and Parents

The income levels of continuing education students appeared to have increased greatly between 1969 and 1979 (Table 36). Representation in the highest income group increased from 15% in 1969 to 39% in 1979. Along with this was a somewhat less extreme decrease in the proportion of lower-income students. There also was a shift in parents' incomes. The increases were in the lowest and highest income categories, accompanied by a decrease in the middle-income ranges. The evidence indicated a trend toward enrollment by continuing education students from higher socioeconomic backgrounds, although within the past five years this trend diminished somewhat.

Employment Status--Student

There has been a clear trend toward decreased enrollments of full-time employed persons in continuing education programs (Table 36). In fact, this proportion decreased from 65% in 1969 to 45% in 1979. The proportion of students employed part time remained relatively constant over the 10-year period; however, the "other" employment category increased from 25% in 1969 to 45% in 1979. The "other" employment category represented the homemakers, retirees, or the unemployed.

Attendance Characteristics

Considerable changes have occurred among the continuing education students in terms of attendance patterns and characteristics. Attendance characteristics examined in this section are: (1) time of attendance, (2) distance to class, (3) continuing enrollment in the NCCCS, and (4) choice of institutions.

Time of Attendance and Distance to Class

In 1969 only 14% of the continuing education students attended classes during the day. This proportion was 39% in 1979 (Table 37).

There were indications that continuing education students traveled shorter distances to class in 1979 than in 1969. In fact, the proportion of those who traveled less than one mile to class increased by nearly 11 percentage points over the 10-year period (Table 37).

Continuing Enrollment in the NCCCS and Choice of Institutions

Another profile change among continuing education students pertains to continuing enrollment in the NCCCS. Of those surveyed in 1969, 58% were enrolled for their first course; by 1979 only 40% were enrolled for their first course (Table 37). Clearly, a much larger proportion of continuing education students (42% compared to 60%) were returning to take additional courses in 1979 than was the case in 1969.

The trend between 1969 and 1979 indicated that continuing education students were less likely to attend another institution in order to meet their education needs (Table 37). The percentage who would have looked elsewhere had their

Table 37. Weighted percentage distribution of continuing education students enrolled in the North Carolina Community College System, 1969, 1974, and 1979, by time of attendance, distance to class, enrolled in first course, and would have attended another institution had theirs not existed

Variable	Continuing education students		
	1969	1974	1979
Time of attendance:			
Day	14.2	29.3	38.8
Evening	85.8	70.7	61.2
Total	100.0	100.0	100.0
	(9,105)	(2,885)	(4,374)
Distance to class, one way, mi:			
Less than 1	11.5	24.3	22.1
1-15	77.1	67.3	67.3
16-25	7.8	6.4	7.8
26-30	2.0	0.8	1.3
31 or more	1.6	1.1	1.5
Total	100.0	99.9	100.0
	(9,362)	(2,833)	(4,337)
Enrolled in first course:			
Yes	58.1	54.5	40.1
No	41.9	45.5	59.9
Total	100.0	100.0	100.0
	(9,259)	(2,533)	(4,292)
Would have attended another institution had theirs not existed:			
Yes	27.8	20.6	21.4
No	72.2	79.4	78.6
Total	100.0	100.0	100.0
	(9,134)	(2,795)	(4,332)

institution not existed decreased from 28% to 21% over the 10-year period, although this 21% figure also prevailed in 1974.

Enrollment Changes as Compared to Changes in the Adult Population of North Carolina Between 1974 and 1979

The extent to which the NCCCS is succeeding in serving a cross section of the community can be evaluated only when demographic and socioeconomic characteristics of the community are taken into account in the analysis. Similarly, changes in the overall representativeness of students must take into account population changes. It would mean little, for example, to say that a larger proportion of one group of adults was represented in 1979 enrollments than in 1974 enrollments unless there was information about whether this group also had increased or decreased proportionately in North Carolina's adult population.

The changes in the State's adult population and in curriculum and continuing education enrollments in the NCCCS between 1974 and 1979 are examined in this section in terms of demographic (age, sex, and race) and socioeconomic (student's education, student's income, and occupation head-of-household) characteristics.

Demographic Characteristics

Age

Adult population projections for 1979 indicated a small increase since 1974 in the proportion of relatively younger (23-39 years of age) adults and relatively older adults (60 or more years of age). This matched somewhat the increased number of older adults enrolled in the NCCCS. The greatest proportional decline for curriculum program enrollments was an adjusted 5 percentage points in the 22 or less age category; continuing education enrollments in this age group declined by almost 6 percentage points. In general, enrollments increased in the 30 and over age categories for curriculum programs and the 40 and over age categories for continuing education programs, once age changes in the projected North Carolina 1979 adult population were taken into consideration. Changes in enrollment patterns over the past five years have brought the NCCCS enrollments closer to adult population values (Table 38).

Sex

Between 1974 and 1979 there was a slight increase in the proportion of females in the State's adult population. There was a large increase in the percentage of female curriculum enrollments and a small increase in the proportion of females in continuing education during the same period. After

Table 38. Weighted percentage distribution of curriculum and continuing education students enrolled in the North Carolina Community College System, 1974 and 1979, as compared to the adult population of North Carolina,[a] 1974 and 1979, by age, sex, race, proportional changes over the five-year period, and Representation Index[b]

Variable	Students					
	Curriculum			Continuing education		
	1974	1979	Change	1974	1979	Change
Age, yr						
22 or less:						
Student enrollments	44.3	38.1	- 5.2	19.4	13.1	- 6.3
NC adult population	15.5	14.9	- 0.6	15.5	14.9	- 0.6
Representation Index			- 4.6			- 5.7
23-29:						
Student enrollments	27.1	28.0	0.9	20.3	18.5	- 1.8
NC adult population	15.3	17.1	1.8	15.3	17.1	1.8
Representation Index			- 0.9			- 3.6
30-39:						
Student enrollments	17.0	19.9	2.9	21.3	20.5	- 0.8
NC adult population	17.6	19.3	1.7	17.6	19.3	1.7
Representation Index			1.2			- 2.5
40-49:						
Student enrollments	9.1	8.3	- 0.8	16.4	13.3	- 3.1
NC adult population	18.0	14.5	- 3.5	18.0	14.5	- 3.5
Representation Index			2.7			0.4
50-59:						
Student enrollments	2.1	2.7	0.6	12.7	12.7	0.0
NC adult population	15.2	14.1	- 1.1	15.2	14.1	- 1.1
Representation Index			1.7			1.1

Table 38 (continued)

Variable	Students					
	Curriculum			Continuing education		
	1974	1979	Change	1974	1979	Change
Age, yr (contd.)						
60-69:						
Student enrollments	0.3	1.8	1.5	6.7	11.0	4.3
NC adult population	10.7	11.2	0.5	10.7	11.2	0.5
Representation Index			1.0			3.8
70 or more:						
Student enrollments	0.1	0.3	0.2	3.5	10.9	7.4
NC adult population	7.8	8.9	1.1	7.8	8.9	1.1
Representation Index			- 0.9			6.3
Sex						
Male:						
Student enrollments	60.8	46.4	-14.4	31.4	28.8	- 2.6
NC adult population	47.9	47.4	- 0.5	47.9	47.4	- 0.5
Representation Index			-13.9			- 2.1
Female:						
Student enrollments	39.2	53.6	14.4	68.6	71.2	2.6
NC adult population	52.1	52.6	0.5	52.1	52.6	0.5
Representation Index			13.9			2.1
Race						
White:						
Student enrollments	82.2	76.5	- 5.7	67.7	76.8	9.1
NC adult population	79.7	78.9	- 0.8	79.7	78.9	- 0.8
Representation Index			- 4.9			9.9

Table 38 (continued)

Variable	Students					
	Curriculum			Continuing education		
	1974	1979	Change	1974	1979	Change
Race (contd.):						
Nonwhite:						
Student enrollments	17.8	23.5	5.7	32.3	23.2	- 9.1
NC adult population	20.3	21.1	0.8	20.3	21.1	0.8
Representation Index			4.9			- 9.9

[a] In this and subsequent tables, population figures for 1974 were taken from the 1970 U.S. Census; population figures for 1979 are projections.

[b] In this and subsequent tables, the Representation Index = student enrollments - N.C. adult population. A positive number indicates an increase in proportional enrollments which takes population changes into account. A negative number indicates a decrease in proportional enrollments which takes population changes into account.

adjustment for adult population changes, female curriculum enrollments appeared to have increased by 14 percentage points (Table 38).

Race

In 1979 nonwhite students were less underrepresented in curriculum programs and less overrepresented in continuing education programs than they were in 1974, even after taking into account the growth in the State's minority populations. An adjusted increase of 5 percentage points brought minority curriculum enrollments close to adult population values, as did an overall decline of 10 percentage points in continuing education enrollments (Table 38).

Socioeconomic Characteristics

Socioeconomic characteristics that were compared included student's education, student's income, and occupation head-of-household.

Student's Education

Between 1974 and 1979 enrollments in the NCCCS grew slightly more representative of the State's adult population in educational attainment. During this five-year period, there was a projected decrease in the proportion of adults whose educational attainment was a grammar school education or less. These persons were less underrepresented in 1979 curriculum programs than they were in 1974, but those with some high school education or a high school diploma decreased among enrollments at the same time they were increasing in the general adult population. Enrollments of students with some postsecondary education increased faster in curriculum programs than similar increases in the adult population would warrant (Table 39).

Continuing education enrollment changes offset these trends somewhat. A larger proportion of persons with a grammar school education or less were in continuing education programs in 1979 than in 1974, for an overall change of 15 percentage points. The proportion who had some high school or a high school diploma decreased among continuing education enrollments while their proportion increased in the State's adult population for respective adjusted losses of 8 and 9 percentage points. There also was a slight tendency for more students who had completed a four-year college degree to enroll in continuing education programs (Table 39).

Table 39. Weighted percentage distribution of curriculum and continuing education students enrolled in the North Carolina Community College System, 1974 and 1979, as compared to the adult population of North Carolina, 1974 and 1979, by education, proportional changes over the five-year period, and Representation Index

Student's education	Students					
	Curriculum			Continuing education		
	1974	1979	Change	1974	1979	Change
Grammar school or less:						
Student enrollments	1.3	0.8	- 0.5	14.4	17.2	2.8
NC adult population	37.1	24.9	-12.2	37.1	24.9	-12.2
Representation Index			11.7			15.0
Some high school:						
Student enrollments	4.1	2.8	- 1.3	20.6	18.7	- 1.9
NC adult population	24.4	30.4	6.0	24.4	30.4	6.0
Representation Index			- 7.3			- 7.9
High school graduate:						
Student enrollments	53.2	47.8	- 5.4	38.1	32.1	- 6.0
NC adult population	21.6	24.6	3.0	21.6	24.6	3.0
Representation Index			- 8.4			- 9.0
1-3 yr postsecondary:						
Student enrollments	34.8	40.3	5.5	15.2	16.3	1.1
NC adult population	8.4	9.5	1.1	8.4	9.5	1.1
Representation Index			4.4			0.0
College graduate or more:						
Student enrollments	6.7	8.4	1.7	11.6	15.8	4.2
NC adult population	8.4	10.6	2.2	8.4	10.6	2.2
Representation Index			- 0.5			2.0

In summary, curriculum programs continued to serve a disproportionate enrollment of persons who had a high school education or better, but this trend was complicated by increased proportions of students in the lowest educational categories and a decreased enrollment of those who had completed some high school. While continuing education enrollments showed similar changes, the programs continued to provide education for adults in the lower educational attainment categories.

Student's Income

Before comparing student incomes with those of the general adult population, it was necessary to adjust all incomes to 1969 dollar values. While this allowed comparisons based on 1970 U.S. Census figures, it must be remembered that the income figures shown in Table 40 would need to be almost doubled to represent 1979 dollar values.

The most striking profile change between 1974 and 1979 was the increased enrollment of students in the lowest income category (less than $4,000). These students were overrepresented in both curriculum and continuing education enrollments in 1974, and over the five-year period this overrepresentation increased by 14 percentage points and 8 percentage points, respectively, among curriculum and continuing education enrollments (Table 40). However, these changes were accompanied by a decrease in enrollments from what would today be the $4,000-7,999 income group (in 1969 dollars). While the percentage of students in this category was close to the State's adult norm, there was an overall decrease in this middle-income group of 12 percentage points among curriculum and 10 percentage points among continuing education enrollments. The most affluent group--those with reported incomes of $12,000 or more--continued to be underrepresented in both program areas in 1979. In fact, enrollments from this income category declined by an adjusted 5 percentage points among both curriculum and continuing education students (Table 40). The NCCCS seemed to be serving middle-income adults in approximately the same proportions as they appeared in the projected 1979 adult population. Lower-income adults were considerably overrepresented among enrollments and upper-income adults were underrepresented (Table 40).

Occupation Head-of-Household

While most occupational groups were well represented among the students' household heads, changes that occurred between 1974 and 1979 tended to increase the differences between these occupations and occupational distributions of the

Table 40. Weighted percentage distribution of curriculum and continuing education students enrolled in the North Carolina community College System, 1974 and 1979, as compared to the adult population of North Carolina, 1974 and 1979, by student's income,[a] proportional changes over the five-year period, and Representation Index

Student's income 1969 dollars	Students					
	Curriculum			Continuing education		
	1974	1979	Change	1974	1979	Change
Under $4,000:						
Student enrollments	22.9	29.9	7.0	34.3	35.7	1.4
NC adult population	21.1	14.1	- 7.0	21.1	14.1	- 7.0
Representation Index			14.0			8.4
$4,000-$7,999:						
Student enrollments	40.1	30.2	- 9.9	36.1	27.5	- 8.6
NC adult population	30.7	32.3	1.6	30.7	32.3	1.6
Representation Index			-11.5			-10.2
$8,000-$11,999:						
Student enrollments	28.0	21.5	- 6.5	22.5	20.2	- 2.3
NC adult population	26.2	17.1	- 9.1	26.2	17.1	- 9.1
Representation Index			2.6			6.8
$12,000 or more:						
Student enrollments	9.1	18.3	9.2	7.1	16.5	9.4
NC adult population	22.1	36.5	14.4	22.1	36.5	14.4
Representation Index			- 5.2			- 5.0

[a] Income categories adjusted to 1969 dollars for both 1974 and 1979.

State's adult population (Table 41). The most skilled occupational categories--professional/technical and owner/manager--were somewhat more overrepresented in 1979 than they were in 1974 among both curriculum and continuing education enrollments. Curriculum enrollments showed a proportional decline in representation among the crafts/foremen, operative, nonfarm labor, and farm occupations. In continuing education program enrollments there were slight decreases in the representation of students with operative, nonfarm labor, and farm backgrounds. The occupational groups that were most underrepresented in 1979 were crafts/foremen, sales/clerical, and operatives. In fact, proportional enrollments representing the operative occupational category were almost half those of the percentage of North Carolina workers this group represented. Adjusted losses in representation for the operative occupational category were 3 percentage points in curriculum programs and 4 percentage points in continuing education programs (Table 41).

Summary and Analysis of Relationships

Using as a guide the research questions previously stated in Chapter 1, a summary and analysis of the relationships revealed in this study are presented.

Students Being Served by the North Carolina Community College System, 1979

The profiles of curriculum and continuing education students presented here in response to Research Question 1 and the subprofiles presented in the next section in response to Research Question 2 represent a statistical averaging of student characteristics. They may not reflect the true diversity of the students, but they may offer useful generalizations.

The Typical Curriculum Student

The typical curriculum student is a 25-year-old, white married or single female who is head of her household. She works full time or part time in a white-collar occupation at which she earns less than $4.00 per hour. If married, her 1978 family income was about $12,000.

This student enrolls in one or two courses per quarter and attends classes on the main campus during the day. She is a B-average high school graduate and most likely is enrolled in a technical program.

Table 41. Weighted percentage distribution of curriculum and continuing education students enrolled in the North Carolina Community College System, 1974 and 1979, as compared to the adult population of North Carolina, 1974 and 1979, by occupation head-of-household, proportional changes over the five-year period, and Representation Index

Occupation head-of-household	Students					
	Curriculum			Continuing education		
	1974	1979	Change	1974	1979	Change
Professional/technical:						
Student enrollments	13.4	15.9	2.5	13.7	17.6	3.9
NC adult population	10.2	11.0	0.8	10.2	11.0	0.8
Representation Index			1.7			3.1
Owner/manager:						
Student enrollments	13.3	16.6	3.3	12.8	15.3	2.5
NC adult population	6.7	7.4	0.7	6.7	7.4	0.7
Representation Index			2.6			1.8
Sales/clerical:						
Student enrollments	12.2	14.6	2.4	10.2	10.8	0.6
NC adult population	19.4	20.1	0.7	19.4	20.1	0.7
Representation Index			1.7			- 0.1
Crafts/foremen:						
Student enrollments	20.8	20.2	- 0.6	17.0	20.7	3.7
NC adult population	13.4	14.5	1.1	13.4	14.5	1.1
Representation Index			- 1.7			2.6
Operatives:						
Student enrollments	15.8	13.2	- 2.6	17.5	14.2	- 3.3
NC adult population	25.9	26.3	0.4	25.9	26.3	0.4
Representation Index			- 3.0			- 3.7

Table 41 (continued)

Occupation head-of-household	Students					
	Curriculum			Continuing education		
	1974	1979	Change	1974	1979	Change
Labor, nonfarm:						
Student enrollments	6.0	5.1	- 0.9	7.8	4.2	- 3.6
NC adult population	4.9	5.0	0.1	4.9	5.0	0.1
Representation Index			- 0.1			- 3.7
Service:						
Student enrollments	8.6	10.6	2.0	9.0	11.5	2.5
NC adult population	10.7	10.9	0.2	10.7	10.9	0.2
Representation Index			1.8			2.3
Farm:						
Student enrollments	5.6	3.9	- 1.7	7.2	3.5	- 3.7
NC adult population	4.3	4.8	0.5	4.3	4.8	0.5
Representation Index			- 2.2			- 4.2
Unclassified:						
Student enrollments	4.4	0.0	0.0	4.8	0.0	0.0
NC adult population	4.5	0.0	0.0	4.5	0.0	0.0
Representation Index			0.0			0.0

The Typical Continuing Education Student

The typical continuing education student most likely is a 38-year-old, married, white female who lives with her spouse. Her 1978 family income was between $10,000 and $12,000. She is a high school graduate whose parents have less than an eighth-grade education.

This continuing education student is very likely to be enrolled in an occupational extension program, attending one class a week in the evening at an off-campus site. She most likely is employed full time, and travels five or fewer miles to class one way, a trip she makes once a week.

Descriptions of Students by Educational Program

The College-Transfer Student

The typical college-transfer student is a 22-year-old, single or married white female who lives with her parents in the county in which her institution is located. Her 1978 income was less than $5,000, but her parents' 1978 income was between $15,000 and $20,000.

This student may have some postsecondary experience in a four-year college and is almost certainly a B-average high school graduate. She is likely to be employed either full time or part time, to attend classes on the main campus during the day, and to enroll in four or more courses per quarter.

The General Education Student

The typical general education student is a married, 29-year-old white female who lives with her spouse in the county in which her institution is located. This student works full time and her family income for 1978 was over $12,000.

This student most likely has some four-year college experience and almost certainly is a B-average high school graduate. She is equally likely to attend day or evening classes, and the one to three courses in which she is enrolled are almost always held on the institution's main campus.

The Special Credit Student

The typical special credit student is a 31-year-old, married, white female who lives with her spouse in the same county in which her institution is located. She probably works full time and the family income was over $20,000 in 1978.

Chances are good that she is a college graduate who maintained a B average in high school. She attends her one special credit class in the evening on the institution's main campus.

The Technical Student

The typical technical student is a 24-year-old, single, engaged, or married white female. If single, she lives with her parents; if married, she lives with her spouse. In either case, she resides in the same county in which her institution is located. She probably works full time to supplement her spouse's or parents' income, and her primary income was between $10,000 and $12,000 in 1978.

The Vocational Student

The typical vocational student is a 25-year-old, married, white male, and probably not a military veteran. He lives with his spouse, works full time, and his 1978 family income probably was between $9,000 and $11,000. His head-of-household most likely works in a crafts/foremen occupation.

Although probably a B-average high school graduate, his chances of having less than a high school education are greater than those of students in other curriculum programs. He typically attends class for approximately 20 hours per week on the main campus during the day.

The Academic Extension Student

The typical academic extension student is a 44-year-old, married, white female who lives with her spouse in the same county in which her institution is located. She probably is a homemaker or a retiree, but may be working full time. Together, she and her spouse had a 1978 income of between $12,000 and $15,000.

This typical academic extension student probably completed at least high school, where she maintained a B average. She is enrolled in one course that meets once a week in the evening at some off-campus center.

The Fundamental Education Student

The typical fundamental education student is a 28-year-old, single or engaged black female who lives with her parents. She works full time and had a primary income of less than $6,000 in 1978.

This student has less than a high school education and may not have finished the ninth grade. If she did attend high school, she maintained a C average. She is enrolled in one or two courses which she attends in the evening at some off-campus site.

The Occupational Extension Student

The typical occupational extension student most likely is a 38-year-old white female who is married and lives with her spouse in the county in which her institution is located. She works full time and her 1978 family income was between $10,000 and $12,000.

She probably graduated from high school with a B average and may have some four-year college experience. She is enrolled in one course which meets once a week in the evening at some off-campus site.

Extent to Which Students Are Representative of the Projected 1979 Adult Population of North Carolina

Students in curriculum programs were not representative of the adult population in terms of age--older adults were underrepresented in these programs. However, continuing education program enrollments were representative of all major age groupings in the State's adult population.

Curriculum students tended to represent a proportional cross section of the adult male and female population of the State. However, a higher proportion of females were enrolled in continuing education than were in the adult population. In terms of race, both curriculum and continuing education students were representative of a cross section of the State's adult population.

Adults with less than a high school education were underrepresented among both curriculum and continuing education students. Adults with more than a high school education were overrepresented among curriculum students but less so among continuing education students. Adults in the lower-income categories also were overrepresented among both student groups. The most overrepresented occupational categories among curriculum students were professional/technical, owner/manager, and crafts/foremen; among continuing education students, professional/technical. Underrepresented in both student groups were operatives and sales/clerical occupational categories.

Group(s) Not Being Served by the North Carolina Community College System, 1979

When compared to the proportions represented in the projected 1979 North Carolina adult population, adults 40 years of age or older were underrepresented among curriculum students. However, this age group made significant gains between 1974 and 1979.

Females were overrepresented and males were increasingly underrepresented among curriculum students. White adults were were overrepresented among this group in 1974 and slightly underrepresented in 1979 among both curriculum and continuing education students, although the latter group made some gains between 1974 and 1979.

Although the lowest educational level category--less than a ninth-grade education--among curriculum and continuing education students was more representative of the State's adult population in 1979 than 1974, it still remained seriously underrepresented. The highest student income category among both curriculum and continuing education students was increasingly underrepresentative of the 1979 adult population.

In 1979 the occupational groups designated sales/clerical and operatives were slightly underrepresented among curriculum students; the latter group became increasingly underrepresented between 1974 and 1979, while the former made small gains. Among continuing education students these two occupational groups remained underrepresented and even decreased.

Changes in Student Profiles, 1968-1979

Demographic shifts in profiles during the past decade included a continuing increase in the median age of curriculum and continuing education students. Curriculum enrollments showed a steady growth in the proportions of female and black students while continuing education showed a decline in male students and a decrease to the original 1969 proportions of nonwhite students. The increase in the proportion of married curriculum and continuing education students between 1968 and 1974 was slightly offset by a reversal in the trend between 1974 and 1979. Also noted was an increasing proportion of separated and divorced curriculum students and widowed students in both groups. An increasing proportion of curriculum students maintained "non-traditional" types of residence patterns, and there appeared to be a trend toward a larger proportion of continuing education students who attended the institution in their home county.

Socioeconomic shifts in profiles during the decade were in students' educational levels, income, and employment status. The 1979 curriculum students were better educated than their

1974 counterparts and tended to be from backgrounds in which the parents were better educated than in 1968. Likewise, an increasing proportion of college graduates entered continuing education programs during the decade and the proportion of enrollees from the lower educational categories increased. Curriculum and continuing education students' incomes increased substantially between 1968 and 1974, but seemed to split into two trends between 1974 and 1979; i.e., there were slight increases in the lowest income categories in both student groups.

Changes in attendance characteristics during the decade were in program in which enrolled, time of attendance, and number of quarters enrolled. College-transfer, general education, and vocational program enrollments declined, while special credit and technical program enrollments increased. At the same time, the proportions of curriculum students who attended classes in the evening and continuing education students who attended classes during the day increased. Also, a larger proportion of curriculum students were attending classes for fewer hours per week. An increasing proportion of continuing education students could be classified as "continuing students"; i.e., had enrolled for more than one quarter.

Students Least Likely to Continue Their Education in the Absence of North Carolina Community College System Institutions

Curriculum students as compared to continuing education students were more likely to have continued their education had the institution in which they were enrolled not existed. Among curriculum students, those most likely to seek educational opportunity elsewhere were college-transfer and technical students. Those least likely to have attended elsewhere were in special credit programs. Significantly, only 58% of the general education students indicated that they would have attended some other institution. Few of the continuing education students indicated that they would have attended elsewhere. Of those who did, the largest proportion were in fundamental education programs.

Additional analyses were undertaken (1) to determine the relationships between whether or not students would have continued their education in the absence of their institution and selected demographic (age, sex, race, marital status) and socioeconomic (student's education, primary income, and occupation head-of-household) characteristics of curriculum and continuing education students, and (2) to identify any subgroup differences that might be present in the curriculum and continuing education populations as related to these characteristics. The large amount of data generated in these analyses precluded their presentation in the body of this report. Rather, they appear, for the reader's convenience, in Appendix Table 1.

Students Least Likely to Attend a North Carolina Community College System Institution as the Distance to Class Increases

Three-fourths of the curriculum students traveled 15 or fewer miles one way to class; 88% reported that they made more than one trip to class each week. Within curriculum programs, there were many variations in distances traveled; for example, 9% of the vocational students traveled less than one mile to class. Special credit and general education students made significantly fewer trips to class per week than did students in the other curriculum programs.

Eighty-nine percent of the continuing education students traveled 15 or fewer miles one way to class, with 54% reporting that they made only one trip each week. Fundamental education students traveled considerably fewer miles to class, yet made more trips than did other continuing education students. Nearly 90% of the academic extension students made only one trip per week to class.

The implications of these attendance patterns in a day of energy shortages are interesting and suggest that distance was a paramount factor in deciding to enroll. On the one hand, enrollments could decline as people conserve gasoline. On the other hand, curriculum enrollments could remain stable, or increase, as the local institution becomes an increasingly attractive alternative for those who would attend another, perhaps more distant, institution.

Students Who Selected North Carolina Community College System Institutions as First Choice Over Other Forms of Postsecondary Education

Seventy-eight percent of the curriculum students indicated that their institution was their first choice for furthering their education, as did over 90% of the continuing education students. Among the few who indicated a preference for some other type of institution, the largest proportion would have preferred a public four-year college/university, or a different NCCCS institution. It appears that the NCCCS attracts its own clientele and does not compete with other postsecondary educational institutions.

Twenty-three percent of the curriculum and continuing education students enrolled in the NCCCS in 1979 had been full-time students at a four-year college/university, a substantial increase over the proportions who had done so in 1974. As the market surplus of baccalaureate graduates persists, and as retraining demands increase in the marketplace, this trend toward attracting increasing numbers of persons who have attended four-year colleges/universities should continue.

Recruitment Strategies That Influenced Students to Attend North Carolina Community College System Institutions and Source of First Information About Program

Institutional recruiters and other personnel and institutional literature appear to be increasingly effective in influencing students' decisions to enroll in the North Carolina Community College System. While institutional literature seemed more effective with curriculum students, recruiters and other institutional personnel were more influential with continuing education students.

As could be expected, parents and high school personnel were more common sources of first information about the programs for curriculum students, particularly those in the college-transfer program, than for continuing education students. Employers were the most influential group for technical and occupational extension students. Parents, friends who were not students, and social service agencies exerted considerable influence on fundamental education students' decisions to attend.

One-fifth of all students indicated that the traditional influences were not factors in their decisions to attend these institutions. Of those listing that they were influenced to attend by someone other than themselves, institutional recruiters and other personnel were most frequently cited by both curriculum and continuing education students.

The students first learned of the program in which they enrolled from a variety of sources. Nonetheless, the institutions' recruiters and other personnel, the institutions' literature, and media coverage were the key sources of first information that the respondents used to make this decision.

Curriculum Students Who Received Financial Aid and the Source and Amount of That Aid

The largest proportions of curriculum students who reported they were receiving financial aid were in technical and vocational programs. Nearly one-half of these respondents received some type of financial assistance. Curriculum students who received the least financial aid were in general education and special credit programs--programs in which the students were more likely to be older, part time, and financially stable.

Basic Education Opportunity Grants (BEOG) and Veterans Administration educational benefits were the principal sources of financial aid for curriculum students, with technical and vocational students being the chief recipients. In fact, over 10% of the students in these two programs received aid in excess of $3,000 for the 1978-79 school year.

A more detailed analysis was undertaken to determine if there were differences in the sources and amounts of financial aid received by students in the various curriculum programs in terms of selected demographic (age, sex, race, and marital status) and socioeconomic (student's education, primary income, and occupation head-of-household) characteristics. The larger amount of data generated in these analyses precluded their inclusion in the body of this report. Rather, they appear in tabular form in Appendix Tables 2 and 3, respectively.

The findings indicated that the availability of financial aid is encouraging low-income students to attend NCCCS institutions. The fact that the principal recipients of BEOGs and Veterans Administration educational benefits were enrolled in technical and vocational programs indicated that students who were receiving financial aid were using it to further their education in occupation-oriented areas.

Employment Status of Students

Sixty-five percent of the curriculum students were working at least part time. Of those who did work, the majority worked full time--40 or more hours per week. Nearly one-half of the curriculum students who worked earned less than $4 per hour. Special credit, technical, and vocational students were likely to be employed full time, while college-transfer students were more likely to be employed part time. Almost 75% of the curriculum students were employed.

Forty-five percent of the continuing education students were working full time; only 10% were employed part time; and almost one-third were retirees or homemakers. Academic extension students were less likely to be employed full time than other continuing education students, as nearly 44% of this group were retirees or homemakers.

Clearly, a majority of the students enrolled in the NCCCS, 1979, were working and attending school, many of them working full time.

Students Who Plan to Work Toward a Four-Year College Degree

A large proportion (39%) of the curriculum students indicated that, upon completion of their current programs, they intended to continue their education at a four-year college/university. College-transfer students were the most likely to plan a four-year college degree, followed by general education students. As expected, less than 10% of the continuing education students planned to pursue this level of educational attainment.

The fact that nearly one-fourth of the special credit students and 15% of the continuing education students reported that they already held the baccalaureate was a strong indication that an increasingly large number of adults are enrolling in NCCCS institutions for retraining and to pursue special interests.

Students Who Plan to Work in North Carolina Upon Completion of Their Educational Program

A majority (78%) of the curriculum students indicated that they planned to be employed in North Carolina upon completion of their educational programs. Among those curriculum students who had other plans, 42% planned to work in another state. These figures represent only a slight decrease (one percentage point) from 1974 in the proportion of curriculum students who planned to be employed in North Carolina after completing their educational programs and a major decrease (from 71% to 42%) in the proportion who planned to work in another state.

Approximately one-half of the continuing education students indicated a desire to work in North Carolina, and for those who did not, retirement, "other," and marriage and homemaking were the most common alternatives.

Major Reasons Students Were Continuing Their Education

The students' value orientations toward education seemed to match the stated emphasis of the NCCCS on technical, vocational, and occupational programs. Curriculum students gave "to be able to earn more money" and "to get a better job" as their top reasons for continuing their education, thus reflecting a vocational-monetary orientation. Continuing education students, on the other hand, brought balance to the total program by indicating an improvement-learning orientation, in that their primary reason for continuing their education was "to learn more things of interest."

Additional analyses were undertaken to determine differences in the value orientations toward education of curriculum and continuing education students in terms of selected demographic (age, sex, race, and marital status) and socioeconomic (student's education, primary income, and occupation head-of-household) characteristics. These analyses were quite detailed and hence did not lend themselves to coverage in the main body of this report. However, all related information is presented in tabular form in Appendix Table 4.

The student value orientations toward education revealed in this study appeared to support the stated mission and purposes of the NCCCS, and showed a reasonable balance between vocational-monetary and improvement-learning orientations among the students. The NCCCS has maintained emphasis on technical, vocational, and occupational course offerings, with 66% of all enrollees concentrated in these occupation-oriented areas.

Institutional Characteristics That Influence Students to Attend North Carolina Community College System Institutions

Institutional characteristics that exerted the most influence on students' decisions to attend were in accord with legislative intent. Students in both curriculum and continuing education programs overwhelmingly ranked the following characteristics as most influential in their decisions to attend: (1) programs available, (2) location of institution, (3) low cost, and (4) quality of instruction.

Additional analyses were undertaken to determine differences between curriculum and continuing education students in their rankings of institutional characteristics that influenced them to attend an NCCCS institution in terms of selected demographic (age, sex, race, and marital status) and socioeconomic (student's education, primary income, and occupation head-of-household) characteristics. The results of these analyses appear in tabular form in Appendix Table 5.

Student Evaluations of Support Services and the Support Services That Were Most Important

When asked to evaluate the support services available at their institutions, curriculum students gave highest ratings to library resources, parking, and academic counseling. They appeared to have the least information on child care, health care, and stipends, but designated parking, eating facilities, recreation facilities, and study areas as support services that were in most need of improvement.

Continuing education students rated parking, transportation, and library resources most highly, while indicating that they had little information on child care, health care, and stipends. In fact, continuing education students appeared to know less about all student support services than did curriculum students. Continuing education students designated parking, eating facilities, recreation facilities, and study areas as the support services in most need of improvement.

When asked to indicate which of the support services were important to them, curriculum students indicated parking, followed by library resources and study areas. Continuing education students rated parking as the most important service, followed by transportation and library resources.

Students' Opinions of and Feelings About the Use of a Standard Name for All North Carolina Community College System Institutions

The overall preference for a standard institutional name among curriculum students was community college, although more than one-fourth of these students indicated that they had no opinion on the matter. Continuing education students most commonly had no opinion on the use of a standard name, although community college was their second choice. When asked what feelings supported their opinion of the use of a standard name for all NCCCS institutions, curriculum and continuing education students indicated that, first, it does not matter what the institutions are called and, second, that the institutions are all basically the same.

CHAPTER 4

CONCLUSIONS AND IMPLICATIONS

The major conclusions and implications drawn from the overall findings of this study of students enrolled in the North Carolina Community College System, 1979, are presented in this chapter. These interpretations are offered to policymakers, administrators, and instructors of the NCCCS for the purpose of facilitating discussions that may lead to strengthening educational programs and support services for their students.

> Conclusion 1: The emerging majority of NCCCS students appear to be part-time adult learners with family and job responsibilities.

The typical NCCCS student is no longer the 18 to 22-year-old, full-time, degree-oriented learner who recently graduated from high school. On the contrary, the adult learners enrolled in the NCCCS are increasingly likely to be married female members of the labor force, who are past the "traditional" age for schooling. In keeping with the demands of adult responsibilities, these students are more likely to attend lcasses during the evening, frequently enrolling in a single class or attending classes 10 or fewer hours per week.

These older, married, part-time students have been a major force in the community college movement in North Carolina over the past decade. They currently make up a majority of the student population, and in all likelihood their numbers will increase during the coming years.

Institutions of the NCCCS, when planning curriculum and continuing education programs, should be alert to the unique needs and demands of these adult learners. In the past, educational administrators and instructors have been oriented toward preparing young students for adult life. The findings of this study suggest that the sometimes marginal status of the older, part-time adult learner may need to be reevaluated; new institutional and curricular designs may need to be implemented within a framework of adult development and lifelong learning.

Faculty should be prepared and trained to deal with a mature, part-time clientele in a manner different from that employed with inexperienced 18 to 22-year-old students. The role of "teacher" in the teaching/learning relationship may need to be reexamined.

Older learners tend to be more independent than their younger counterparts and have a wealth of experience upon which they can draw. They also possess a varied yet predictable readiness to learn and a problem-oriented frame of reference. Thus, the future instructor may function more as a resource or facilitator in the learning process and less as a transmitter of knowledge. These instructors will almost certainly find it necessary to understand the principles of adult development so that learning can be made more relevant to the challenges of the adult life cycle.

Programs and their constituent courses need to be made more flexible, reflecting the unique needs and interests of adult learners and recognizing relevant prior life experiences that have resulted in significant learning. Scheduling courses at convenient times and in accessible locations should be high priorities for institutional planners. Under such a framework of adult development, the administrator may become further obligated to select, train, and supervise a staff that is committed to the education of mature students. Student services will need to be broadened to help this diverse population cope with the many responsibilities of adult life. For example, student services may play a more important role in helping adult students adjust to midlife career changes and life crises such as separation and divorce, retirement, and death.

Many of the support services currently being offered in North Carolina's community/technical colleges and technical institutes were developed in an earlier era in response to the needs of the then prevalent "college-age" student. If these institutions are to develop support services that meet the needs of the current heterogeneous, mature student enrollments, such services might well be based upon a comprehensive model of adult development. The assumption that all adult students have the same types of needs has no place in such a model. In fact, as the adult moves through the life cycle, he/she faces a broad range of challenges called "developmental tasks." A positive goal for any NCCCS student services division therefore could be to help these mature students, through support services, to face these developmental tasks so that they may experience further growth and development. The large proportion of "don't know" responses to questions regarding support services indicated that the institutions need to provide an effective means of disseminating information to their students, particularly the part-time students, who currently appear to be receiving little information about the support services being offered.

Underlying this developmental view of student support services is the assumption that there will be no single program or service in which "one size fits all." An increasingly heterogeneous adult learner population will require equal heterogeneity of its student services program under an institutional commitment to a model of adult development and the concept of lifelong learning. In this way, support services can become more responsive to individual needs.

> Conclusion 2: Evolving enrollment trends indicate that North Carolina Community College System students are interested primarily in "putting learning to work."

In 1979, 65% of the curriculum students were employed either full time or part time, as were over 50% of the continuing education students. Nearly three out of four curriculum students were enrolled in technical or vocational programs, and over 50% of the continuing education group was enrolled in occupational extension programs, all of which may be classified as occupation oriented pursuits.

Curriculum students indicated a vocational-monetary orientation, placing the desires "to earn more money" and "to get a better job" at the top of their reasons for continuing their education. "To earn more money" was ranked second by continuing education students. Approximately one out of four students in the survey noted that job counseling and job placement services were important to them. These facts highlight the emerging working/learning orientation of these adult students, and changes over the past decade indicate that an occupational orientation among students is even more prevalent today than it was 10 years ago.

There is every reason to expect that the community/technical colleges and technical institutes will continue to play a major role in North Carolina's economic development through providing occupational training for the State's adult population. However, this optimism should be tempered with recognition of several potential difficulties.

Technological advances in industrial and service occupations will require community/technical colleges and technical institutes to develop new programs for training and retraining labor force members. This could lead to a dilemma: the need to invest in curriculum development and costly technological equipment in the face of changing (decreasing) enrollments and a faltering economy. To defray the capital costs of such changes, the NCCCS may need to consider opening regional centers or regional institutions. A sharing of responsibility might lessen the financial burden placed upon individual institutions. However, the notion of regionally based centers for costly or experimental programs brings up a second problem.

Most NCCCS students have not had to travel great distances to attend class, due in part to the proximity of these institutions to their homes and work places. The establishment of regional centers may require provisions for student housing. The provision of student housing calls into question the community-based philosophy of the NCCCS, and could provide financial and accessibility problems for the mature married students who are now in the majority.

Community/technical colleges and technical institutes also may need to consider the growing tendency to upgrade many occupational programs--for example, nursing--to a four-year college degree level. As enrollments decline at four-year colleges/universities, competition for students could accelerate unless lines of communication and program articulation are developed between North Carolina's systems of public two-year and four-year postsecondary educational institutions.

Societal changes in recent years have brought about a decided increase in occupation-oriented program offerings in NCCCS institutions. Enrollments in technical programs have increased, whereas most other curriculum programs show an enrollment decrease. Likewise, a majority of continuing education students are enrolling in occupational extension. These findings suggest movement toward a unidimensional rather than a comprehensive role for NCCCS institutions. However, this trend away from the traditional "liberal arts" programs may be offset by an accompanying diversification within other programs.

Academic extension may be serving students who do not wish to enroll in college-transfer or general education programs. Special credit enrollments may be reflecting students who prefer to design their own liberal arts education. And, technical and vocational curriculum programs also may be absorbing into their curriculums some of the liberal arts functions. The changes in enrollment patterns do not suggest that the community/technical colleges and technical institutes are becoming simply job-training institutions. Rather, they may suggest that the various aspects of comprehensive education are being synthesized within programs.

If the institutions are to continue to meet the diverse needs of the total adult population, considerations of the liberal arts curriculum--particularly the college-transfer function--should remain at the forefront. If this function is eliminated, those students who choose the local institution for the first two years of a four-year college degree will be denied this opportunity. For those students who cannot afford or do not wish to spend four years at a senior college/university, elimination of the transfer function could mean curtailment of their educational aspirations.

This information raises two questions: (1) Can the institutions of the NCCCS continue to claim to be "all things for all people?" or (2) Is it time to redefine the mission and scope of these institutions? Perhaps in this era of scarcities, when institutions of higher education are being forced to "tighten the belt," it is unreasonable to expect that NCCCS institutions can continue to offer programs and services that meet the needs of "all the people." If these institutions can no longer continue to offer such comprehensive programs, then a reexamination and a redefinition of their mission and philosophy may be in order.

> Conclusion 3: A new pattern of integrating working and continuing learning appears to be emerging among students enrolled in the North Carolina Community College System.

Responses to the survey instrument regarding employment status of NCCCS students were considered of sufficient interest to repeat some statistics here. The data indicated that 65% of the 11,794 curriculum students were employed, 43% full time and 22% part time. Only 25% were unemployed--the remainder were accounted for by homemakers and retirees. Among the 4,320 continuing education students, 55% were employed, 45% full time and 10% part time--only 14% were unemployed. The remaining 31% were homemakers and retirees. Nonetheless, 11% of the curriculum program area survey respondents reported having been enrolled for nine or more quarters, and almost half had been enrolled for four or more. Special credit programs were most likely to include new students. Although continuing education courses typically are only one quarter in length, more than one in five of the continuing education students had been enrolled for four or more quarters, and 10% had been enrolled nine or more quarters. In fact, only 40% of the continuing education students reported that they were enrolled for the first time in the quarter during which the survey was made. Academic extension had the greatest proportion of continuing students of the three continuing education programs.

Students' value orientations toward education also suggested a desire for continuous learning experiences. The third and fourth most important reasons identified by curriculum students for continuing their education were "to gain a general education" and "to learn things of interest." Continuing education students indicated "to learn things of interest" as their primary reason for continuing their education and "to contribute more to society" as their third most important reason. All these reasons suggested a continuing self-improvement value orientation toward education.

Currently enrolled students demonstrated a positive interest in continuous learning, since many had been enrolled beyond the time required to complete a single program or course. With the accompanying emphasis on technical programs, these adults support the argument that the community/technical colleges and technical institutes have the potential for continuously training and retraining workers for North Carolina's labor market. As students in all programs begin to develop such a continuous learning orientation, there may be a need to reevaluate the distinctions between curriculum and continuing education program areas. The term "continuing education" may be taking on new meaning, as the majority of all students were involved in some type of continuous learning venture.

Funding patterns may need to be changed as differences between continuing education and curriculum program areas diminish. The whole notion of full-time equivalent students may cease to be functional as increasingly large segments of the student population undertake part-time, and often interrupted, continuous learning projects. Such a shift in orientation is in keeping with knowledge about the characteristics of these mature students and about theories of adult development. Institutional programming will need to be changed to accommodate this new orientation. Program designs will need to be made more flexible and to be based on an understanding of the developmental needs of continuing adult learners. Such flexibility and understanding will allow for continuity, sequence, and integration of subject matter in programs while, in accordance with their individual needs, allowing students to start and stop their learning at different points. The need to recognize prior learning experiences becomes even more important under such a framework.

> Conclusion 4: Students enrolled in the North Carolina Community College System perceive their local institution as a major vehicle for educational opportunity.

Two out of five curriculum and four out of five continuing education students said that they would not have attended another institution if theirs had not existed. In addition, 83% of the curriculum and 96% of the continuing education students listed the community/technical college or technical institute in which they were enrolled as their first choice of institutions for continuing their education.

When these preferences are examined in light of the maturity of the students and the fact that the majority traveled 10 or fewer miles to attend class, North Carolina's community/technical colleges and technical institutes appear to be filling an important educational need that could not be met as easily or as well by other types of postsecondary educational institutions.

The findings of the study indicated that well over three-fourths of the curriculum and more than one-fourth of the continuing education students were attending classes on their institution's main campus. And, most students lived or worked near the place where they attended classes. Only 28% of the curriculum students and 10% of the continuing education students traveled more than 15 miles one way to attend classes. As the cost of fuel continues to escalate, community/technical colleges and technical institutes may need to give more attention to the importance placed on transportation to and from classes.

With the demographic changes that are occurring among North Carolina adults, such as the aging of the population, it appears that NCCCS institutions will continue to play a major role in providing educational opportunities for these North Carolinians. This aging of the adult population also will be reflected in the enrollments in the System. Due to the demands of work, civic, and family responsibilities, these older adult learners are likely to continue to select the community/technical colleges and technical institutes as their first choice for continuing their education.

Again, program flexibility and ease of access to NCCCS institutions will continue to be key influences in students' decisions to attend, particularly the more mature student population. In the years ahead, predicted energy crises and growing transportation problems will mean that ready access to continuing education facilities may become a critical factor for students of all ages. State, national, and even foreign policies in these areas may have a tremendous effect upon the demand for educational opportunities. For example, if automobile usage is curtailed because of rising gasoline costs and shortages, or governmental restrictions, it will become necessary to take education to the people through off-campus centers, satellite institutions, or alternate types of instructional modes and new scheduling arrangements. Such activities may be necessary to provide mandated services and could prove to be a key factor in institutional survival.

> Conclusion 5: In general, North Carolina Community College System institutions are serving an increasingly representative cross section of the State's adult population, even though there are exceptions in specific programs.

When the characteristics of curriculum and continuing education students were compared to those of North Carolina's projected 1979 adult population, the community/technical colleges and technical institutes seemed to be serving a broad cross section of that population. This generalization is true for most, but not all, population characteristics.

In curriculum program areas, the enrollment patterns are increasingly representative of the State's adult population in terms of age, sex, and race distributions, although older age categories still are underrepresented in the enrollments. However, both the higher and lower socioeconomic levels are becoming overrepresented in curriculum enrollments, while continuing education program area enrollments match the State's adult age and racial distributions more closely than they have in the past. Females are increasingly overrepresented in the continuing education program area, as are white-collar workers and college graduates. Adults with less than a grammar school education still are underrepresented in continuing education, yet enrollments are approximating the State's adult population more closely than they have in the past.

To limit analysis to the broad curriculum and continuing education program areas would be to ignore clear distinctions among the types of curriculums within each program area. While overall enrollments suggest a "melting pot," specific programs actually are more representative of the "salad bowl," which combines different elements while maintaining their distinctive characteristics.

For example, males and females were almost equally represented in curriculum program area enrollments, but 70% of special credit and general education students were females, while 67% of the vocational students were males. Again, special credit and general education programs attracted older adults; the younger adults were enrolled in college-transfer and technical programs.

A smaller proportion of minority students were noted in college-transfer, general education, and special credit programs, with a concomitantly larger proportion observed in vocational programs. The technical and vocational programs also included a larger proportion of the socioeconomically disadvantaged, while the liberal arts programs were dominated by the more affluent students.

Similar distinctions existed in continuing education programs. Fundamental education students were the youngest of the continuing education groups. Females were overrepresented in academic extension programs, but much less so in fundamental education. Ten percent of the academic extension students were black, as opposed to 52% of the fundamental education students. Academic extension students represented the higher socioeconomic groups; fundamental education students, the lower.

It appears that the community/technical college and technical institutes are meeting their egalitarian commitment to the open-door policy of equal educational opportunity for all North Carolina adults when overall enrollments are considered.

However, when looking at specific programs, enrollments are not always representative of the State's adult population. For example, by definition, fundamental education students are expected to represent the disadvantaged adult population. Likewise, young adults who are beginning their careers are expected to be the largest audience for college-transfer programs.

As more "reverse transfer" students and adults with a college education enroll in programs, either to upgrade skills or to learn new skills, the question must be asked whether or not these individuals are occupying "slots" in the programs that might be filled with more economically and educationally disadvantaged persons whose enrollment would have more survival value to the enrollee. Such potential inequities in educational opportunities need to be examined as the well-educated adult begins to compete with the disadvantaged or less well educated for enrollment in such high-demand programs. The disadvantaged adults may typically view the local institution as their only vehicle for upward mobility. To deny them this opportunity would be counter to the stated mission and philosophy of the NCCCS. New entrance policies may need to be formulated that are based more equitably on test scores or grade-point average and a realistic appraisal of individual educational needs.

Meeting the unique needs of differing adult groups should not be equivalent to matching a meritocratic social hierarchy. Institutions of the NCCCS may need to continue recruitment and programming efforts that will enable them to expand rather than simply maintain the opportunity structure.

> Conclusion 6: Institutional marketing strategies are having considerable influence on potential students' decisions to attend community/technical colleges and technical institutes and are providing primary sources of information about programs in which students have enrolled.

Nearly one-fourth of all the influence on curriculum students' decisions to enroll was direct institutional marketing: institutional recruiters or other personnel, institutional literature, and the media. Another 9% of this influence came from other students at the institution (indirect marketing). Continuing education students were influenced by institutional marketing efforts (both direct and indirect) to an even greater degree than were curriculum students. Nearly 40% of these respondents indicated that they were influenced by either institutional recruiters or other personnel, institutional literature, or the media, while another 9% were influenced by other students.

The marketing strategies being used by NCCCS institutions not only influence students' decisions to attend, but also provide exposure for the institutions' program offerings. One-fourth of the curriculum students cited institutional literature as the first source of information about the program or course in which they enrolled. Another 19% indicated that recruiters or other institutional personnel were the first source; other students also were the first source of information for a considerable proportion of the respondents.

Among continuing education students, 58% indicated that institutional personnel, literature, or media sources provided their first knowledge of the program in which they enrolled. Other students provided information for another 11%. All in all, it appears that direct or indirect marketing efforts of the institutions were an effective means of providing information about programs available.

The community/technical colleges and technical institutes are assuming a more direct and effective role in marketing programs than they have in the past. As enrollments decline in some programs and grow in others, a continuous marketing analysis will be needed to apprise the community of educational opportunities available. However, successful marketing management requires that all educational programs be vigorously promoted. Not all groups that are potential clientele of the NCCCS are receiving information or are influenced to attend by the same forces. Therefore, successful marketing techniques must be predicated on continuous marketing research and efforts to locate those target groups to whom available programs are not being marketed successfully.

Not all of the target groups for whom programs are designed require the same type of information, so it becomes imperative that institutions use consumer analysis techniques in undertaking a process of continuous differential marketing. This procedure allows institutional marketers to design more appropriate strategies based on an awareness of subgroup differences. Managers will find it necessary to utilize a varieity of promotional techniques.

Because of changing needs in the educational marketplace and a shift in the nature of NCCCS target audiences, community/technical colleges and technical institutes may find it necessary to design marketing strategies that create a differential advantage with relevant target groups. Particularly with the older student, there are often other forms of educational activity in the community that also could meet their learning needs and interests. The NCCCS institution must select and design marketing strategies for those programs which appear to give it the greatest advantage in the educational marketplace.

By utilizing a systematic marketing management process based on marketing research, the institutions will be more effective in analyzing the needs and interests of potential student markets, in locating new student markets, and in targeting programs at more specific audiences. In the face of reduced resources and economic uncertainties, such an educational marketing management process, with its emphasis on quality and efficiency, will become increasingly important in the years ahead.

> Conclusion 7: Institutional characteristics that most influenced students' decisions to attend were the educational programs available, the location of the institution in relation to home and work, and the low cost.

When students were asked what institutional characteristics most influenced their decisions to attend an NCCCS institution, "programs available" was the overwhelming response of students in both program areas. Curriculum and continuing education students likewise consistently listed "location" and "low cost" as the second and third most important characteristics.

Based on these findings, it appears that NCCCS institutions may need to continue to offer relevant programs, at low cost, which are easily accessible to the people of North Carolina. Despite such factors as rising costs, the increased demand for specialized retraining services, and a commitment to serve the adult population of North Carolina, the institutions need to maintain these important characteristics.

The targeting of programs to meet the needs and interests of specific groups will become a critical step in the years ahead. Particularly with rising costs, a changing market, and other uncertainties, institutional personnel need to analyze the student market carefully in order to narrow the focus of program offerings. Concerted efforts to design and develop high-quality programs aimed at specifically identified needs and interests in the educational marketplace are basic to efficiency of operation and maximum utilization of available resources.

In the years ahead, program offerings must continue to be accessible to relevant client groups. Institutions may need to consider the use of such non-traditional delivery systems as television and radio that allow students to learn at home or in specifically located receiving stations. Transportation services--carpool centers, buses, or other means--could be enlarged and publicized. Such services are particularly important for handicapped students or those who cannot afford to own or operate a private vehicle. Finally, institutions may wish to continue and enlarge upon their movement toward offering more programs in non-traditional settings such as the learners' homes, the workplace, branch campuses, or other off-campus sites.

Assuming NCCCS institutions will continue to offer low-cost programs to those adult North Carolinians who otherwise would be denied access to postsecondary education, the findings of this study suggest that some groups of students are better able to pay for their education than are others. Should it become necessary in years ahead to alter funding policies, it may be important to consider the student's ability to pay.

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APPENDICES

Appendix A: Enrollment Projections and Sample Sizes for Institutions in the North Carolina Community College System, Spring Quarter, 1979

Enrollment Projections

Enrollment projections for spring quarter, 1979, were calculated for each of the 57 institutions in the North Carolina Community College System. Enrollment changes for the quarters were calculated by averaging the percentage change in unduplicated headcounts between spring quarters, 1976 and 1977 and between spring quarters, 1977 and 1978. The total percentage change then was averaged to yield the percentage change in enrollments expected between spring quarters, 1978 and 1979. The enrollment projection formula used in these calculations was:

$$\begin{array}{l}\text{Change in}\\ \text{enrollment,}\\ \text{1978-1979}\end{array} = \frac{\begin{array}{c}\text{\% change spring,}\\ \text{1976-spring, 1977}\end{array} + \begin{array}{c}\text{\% change spring,}\\ \text{1977-spring, 1978}\end{array}}{2} \qquad (1)$$

Separate enrollment projections were established for both curriculum and continuing education program areas. The sum of these two projections constituted the total enrollment projection for a particular institution. This procedure was used to detect changes in each of the program areas. The following is an example:

Mockingbird Community College

	Enrollments				Projected, 1979	
Program area	Spring 1976-1977	Change %	Spring 1977-1978	Change %	Change %	Enrollment
Curriculum	1540- 1446	-6	1446- 1525	6	0	1525
Continuing education	4270- 3792	-11	3792- 5116	35	12	5730
Total projected enrollment						7255

Sample Selection Procedure

The major aims of this study were (1) to provide a profile of the students enrolled in all 57 institutions of the NCCCS and (2) to provide each of the participating institutions with a profile of the students in its respective programs by program area (curriculum and continuing education).

It was realized that to ensure a representative and accurate picture of the students in any given institution within the System, a sample of sufficient size must be taken. It was further intended that all institutions participating in the study should receive equally precise and accurate information about their students. Based on time considerations, resources available to conduct the study, and the general size of the project, it was further intended that all institutions should receive data that are, at a minimum, accurate to within ±3.5% of an estimated population value. This accuracy should have a .68 probability of being true.

In collaboration with Charles H. Proctor, Professor of Statistics, North Carolina State University, a formula for sample size was selected that would allow the desired degree of precision, account for the effects of sampling clusters or classes, and adjust for variations in institutional enrollments. The following is the procedure used.

Given that the research design called for cluster sampling from all 57 institutions, a research design effect of 2 was utilized to inflate the sample sizes obtained from the formula:

$$P \pm z\sqrt{\frac{(p)(q)}{n}}, \qquad (2)$$

where P is the population parameter; z is the z-score equivalent of the desired degree of precision; p is the estimated sample proportion; q = 1-p; and n is sample size.

In addition, a finite population correction was used to adjust sample sizes based on the enrollments of the institutions, since the samples were not drawn from "infinitely large" populations. This correction formula is:

$$S_2 = \frac{S_1}{1 + \left(\frac{200}{N}\right)}, \qquad (3)$$

where S_1 is the uncorrected sample size; S_2 is the corrected sample size; and N is the population from which the sample was drawn.

As a result of the adjusted sample sizes, institutions that participated in the survey could expect (1) information that was comparable to the information obtained by the other institutions in terms of precision; (2) information that accounted for the effects introduced by sampling whole classes; and (3) a sample size that reflected the size of the enrollment in their institution.

When the data from all the participating institutions were combined to produce an overall profile of the students enrolled in the NCCCS, it was anticipated that the resulting information would be accurate and precise, with an expected error of less than 1%. When these data were pooled, procedures were employed to account for differences in the sizes of institutional enrollments and their potential impact on the total system profile.

Projected Enrollment and Sample Size, by Participating Institution, 1979

Institution	Projected enrollment	Projected sample
Anson Technical College	3,480	359
Asheville-Buncombe Technical College	6,626	377
Beaufort County Community College	2,530	345
Bladen Technical College	1,278	304
Blue Ridge Technical College	4,631	368
Caldwell Community College	5,105	371
Cape Fear Technical Institute	9,390	383
Cartaret Technical College	2,730	349
Catawba Valley Technical College	10,149	385
Central Carolina Technical College	7,255	379
Central Piedmont Community College	24,478	394
Cleveland County Technical College	3,259	356
Coastal Carolina Community College	8,664	382
College of Albemarle	3,712	361
Craven Community College	3,321	357
Davidson County Community College	5,667	373
Durham Technical Institute	4,220	365
Edgecombe Technical Institute	2,359	342
Fayetteville Technical Institute	10,097	385
Forsyth Technical Institute	10,064	385
Gaston College	9,239	383
Guilford Technical Institute	13,458	389
Halifax County Community College	2,832	351
Haywood Technical College	1,669	322
Isothermal Community College	1,949	331

Institution	Projected enrollment	Projected sample
James Sprunt Technical College	1,365	307
Johnston Technical College	3,520	359
Lenoir Community College	6,594	377
Martin Community College	1,505	316
Mayland Technical College	1,318	306
McDowell Technical College	1,342	306
Mitchell Community College	3,190	356
Montgomery Technical Institute	625	244
Nash Technical Institute	1,946	332
Pamlico Technical College	694	253
Piedmont Technical College	1,719	324
Pitt Community College	3,684	361
Randolph Technical College	2,583	345
Richmond Technical Institute	2,583	345
Roanoke-Chowan Technical Institute	1,889	330
Robeson Technical College	4,870	368
Rockingham Community College	2,513	345
Rowan Technical College	8,016	380
Sampson Technical Institute	2,698	348
Sandhills Community College	5,409	372
Southeastern Community College	3,656	345
Southwestern Technical College	1,299	306
Stanly Technical College	3,404	359
Surry Community College	3,804	361
Technical Institute of Alamance	4,417	367
Tri-County Community College	2,997	353
Vance-Granville Community College	2,858	351
Wake Technical College	2,826	350
Wayne Community College	4,098	364
Western Piedmont Community College	4,330	366
Wilkes Community College	4,486	367
Wilson County Technical Institute	3,176	355
Total	258,431	20,028

Appendix B: Institutional Coordinators

The president of each of the 57 institutions that participated in the survey appointed a staff member to serve as institutional coordinator in this research effort. The institutional coordinator was assigned the responsibilities of informing other institutional personnel about the study, drawing the institutional sample, orienting selected instructors to the project, and managing the survey process in his/her institution. These coordinators, by position title and institution, were the following.

Jinny Morgan, Dean of Students
Anson Technical College

Olin R. Wood, Vice-President, Instructional Services
Asheville-Buncombe Technical College

Alice Stevenson, Admissions Counselor
Beaufort County Community College

Vincent Revels, Vice-President
Bladen Technical College

Jacqueline L. Beddingfield, Registrar
Blue Ridge Technical College

Candace Tippett, Research and Planning Assistant
Caldwell Community College and Technical Institute

Matthew C. Donahue, Dean of Curriculum Programs
Cape Fear Technical Institute

Guy F. Gibbs, Dean of Student Affairs
Cartaret Technical College

Bruce B. Bishop, Dean of Student Services and
Administrative Assistant
Catawba Valley Technical College

F. Hubert Garner, Dean of Student Services
Central Carolina Technical College

Jack Cozean, Assistant to Vice-President, Career Programs
Central Piedmont Community College

June D. Peacock, Administrative Assistant
Cleveland Technical College

John Gay, Dean of Student Affairs
Coastal Carolina Community College

G. John Simmons, Jr., Dean of Student Services
College of the Albemarle

Robert McClanahan, Dean of Students
Clifford Swain, Chairman of Counselors
Craven Community College

Ray Stallings, Counselor
Davidson County Community College

Thomas C. Gilchrist, Coordinator of Student Activities
Durham Technical Institute

Hartwell Fuller, Dean of Instruction
Edgecombe Technical Institute

Richard Folsom, Recruiter and Job Placement Officer
Fayetteville Technical Institute

Jean R. Perkins, Coordinator for Institutional Development
Forsyth Technical Institute

Milton Hagen, Director of Research and Personnel
Gaston College

A. P. Lochra, Dean of Student Services
Guilford Technical Institute

Harriette Crump, Director of Institutional Research
Halifax Community College

Walter L. James, Dean of Student Services
Haywood Technical College

Marilyn Shore, Counselor
Isothermal Community College

Debra Morrissey, Recruiter/Placement Officer
James Sprunt Technical College

Pam Swinson, Staff Development
Johnston Technical College

W. Preston Emerson, Associate Dean for Student Affairs
Lenoir Community College

Tom Ward, Associate Dean for Degree and Diploma Programs
Martin Community College

Louise Hembree, Learning Laboratory Coordinator
Mayland Technical College

Bruce Shepherd, Director of Student Personnel
McDowell Technical College

Donald L. Shoemaker, Director of Institutional Research
Mitchell Community College

Phillip H. Kissell, Director of Student Services
Montgomery Technical Institute

Robert Semple, Admissions Officer
Nash Technical Institute

Larry H. Prescott, Dean of Student Services
Pamlico Technical College

Robert L. Somers, Director of Educational/Staff Development
Piedmont Technical College

Ed Boyd, Dean of Student Services
Pitt Community College

John L. Roberson, Dean of Student Services
Randolph Technical College

J. C. Lamm, Director of Student Services
Richmond Technical Institute

Robert Sessoms, Dean of Students
Roanoke-Chowan Technical Institute

Max H. Lippard, Administrative Assistant
Robeson Technical College

Jack R. Garber, Dean of Student Affairs
Rockingham Community College

Eddie H. Myers, Director of Admissions and Records
Rowan Technical College

George Rose, Director of Placement
Sampson Technical College

George C. Lewis, Director of Research
Sandhills Community College

Dan Moore, Dean for Student Development
Southeastern Community College

Richard O. Wilson, Director of Student Services
Southwestern Technical College

Robert Washer, Vice-President for Student Services
Stanly Technical College

James M. Reeves, Dean of Student Personnel
Surry Community College

Ben Wolverton, Director of Student Personnel Services
Technical Institute of Alamance

John Bandy, Director of Student Services
Tri-County Community College

Frank H. Madigan, Dean of Student Affairs
Vance-Granville Community College

Phares S. Nye, Director of Institutional Planning and Research
Wake Technical College

Ed Wilson, Associate Vice-President for Instructional Services
Wayne Community College

Edwin R. Chapman, Dean of Planning and Development
Western Piedmont Community College

Bob Paisley, Counselor
Wilkes Community College

Marvin Joyner, Dean of Resource Development
Wilson County Technical Institute

Appendix C: Procedures for Drawing the Sample

The institutional coordinator was responsible for drawing the sample for his institution and contacting the instructors whose classes were drawn in the sampling process. A copy of the completed sampling worksheet was forwarded to the research team at North Carolina State University, where the sampling process was checked for accuracy. The following procedure was used in selecting the sample from each institution.

HOW TO DRAW THE SAMPLE OF CLASSES

Preparing the total class list:

1. Secure a copy of your institution's class report for this quarter, which shows all curriculum classes with enrollment per class. If this list is not available, call NCSU project staff.

2. Secure a list of all continuing education classes that will be in operation during the seventh week of the spring quarter, with enrollment per class. If Easter holidays fall during the seventh week, include continuing education classes that would be in operation on these days, were they not holidays--these classes will meet again in the eighth week. If you cannot get exact enrollments for these classes, ask Continuing Education to give you an estimate or average.

3. Combine the curriculum and continuing education class lists into one TOTAL CLASS LIST, with enrollment per class. Do not retype the lists--just combine them so you can work with one TOTAL CLASS LIST.

4. Add enrollments per class for all classes to get DUPLICATED HEADCOUNT for your institution.

5. Number all classes on your TOTAL CLASS LIST from "1" to however many classes you have.

Figuring the number of classes for your sample:

6. Use the following information to calculate the number of classes your sample will include. A Sampling Worksheet is attached.

a. Number of classes on TOTAL CLASS LIST: ____
b. Desired sample size (Sampling Worksheet): ____
c. DUPLICATED HEADCOUNT (from step 4): ____

Use these figures in the following equation:

$$\text{No. of classes in sample} = \frac{\text{(Total number of classes) x (Desired sample)}}{\text{(Duplicated headcount)}}.$$

If your answer is not a whole number, round up to the next highest whole number. For example, if your answer were "6.13" you would round up to "7."

Choosing the classes for your sample:

7. Now calculate your SAMPLING GAP:

$$\text{Sampling gap} = \frac{\text{(Total number of classes)}}{\text{(Number of classes in sample)}}.$$

If your answer is not a whole number, round up to the next highest whole number.

8. Select a starting point on your TOTAL CLASS LIST. Using the table of random numbers attached to this handout, (a) choose a 2-digit number if there are 99 or fewer classes; (b) choose a 3-digit number if there are 100 or more classes.

Pick a corresponding random number (appropriate number of digits) by closing your eyes and placing your finger on the random number table. Write the number you have chosen on the Sampling Worksheet.

9. Look at the column on your list in which you numbered your classes from "1" to however many there are. Find the class that has the same number as the number you chose. This is your first class in your sample. Write the class name on the Sampling Worksheet.

If the random number you picked is larger than the total number of classes, subtract the total number of classes from the random number. The resulting number will identify the first class in your sample. For example, if you had 382 classes and the number you chose was "975," you would begin with the class numbered:

```
   975..... random number picked
 - 382..... number of classes
   593..... still too large, so subtract
 - 382..... again
   211..... first class in your sample.
```

10. Add the SAMPLING GAP (step 7) to the number of your first class. This will be the <u>second</u> class in your sample. Continue adding the SAMPLING GAP until you have selected as many classes as your sample requires (step 6).

   a. You probably will reach the end of your class list before you have selected all of the classes you need. When this happens, just subtract the <u>total number of classes</u> from your number. This will start you back near the beginning of your list.

   b. Just to demonstrate, assume that in the example above the SAMPLING GAP was "23." You would keep adding "23" and choose:

```
Class  234
       257
       280
       303
       326
       349
       372
       395..... too big, so subtract
     - 382..... number of classes
        13..... begin at this point at top of
                list
```

   c. This process should cycle you through your entire TOTAL CLASS LIST.

SAMPLING WORKSHEET

1. Duplicated headcount (curriculum plus continuing education): __________

2. Total number of classes: __________

3. Desired sample size: __________

4. Number of classes in sample:

$$\frac{(\qquad\qquad) \times (\qquad\qquad)}{(\qquad\qquad)} = \_\_\_\_\_\_\_\_\_\_$$

5. Sampling Gap:

$$\frac{(\qquad)}{(\qquad)} =$$ ________

6. Random number selected: ________

- -

CLASSES SELECTED FOR SAMPLE

Number	Class	Time/Day	Location
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

SURVEY RESPONSE RATES

Institution	Actual sample[a]	Usable returns[b]		Nonrespondents[c]		
		N	%	Absent	Refused	Unaccounted for
Anson TC	(271)[d]	271	--	--	--	--
Asheville-Buncombe TC	430	378	88	56	0	4
Beaufort County CC	408	329	81	81	3	5
Bladen TC	310	255	82	47	8	0
Blue Ridge TC	375	281	75	92	2	0
Caldwell CC	356	286	80	66	1	-3
Cape Fear TI	402	337	84	62	3	0
Carteret TC	338	269	80	65	4	0
Catawba Valley TC	380	351	92	26	2	-1
Central Carolina TC	392	340	87	49	4	1
Central Piedmont CC	452	344	76	103	5	0
Cleveland County TC	297	264	89	33	0	0
Coastal Carolina CC	377	338	90	37	2	0
College of Albemarle	409	330	81	76	0	-3
Craven CC	353	295	84	22	36	0
Davidson County CC	415	336	81	77	6	4
Durham TI	374	310	83	63	0	-1
Edgecombe TI	335	280	84	49	6	0
Fayetteville TI	343	253	74	65	25	0
Forsyth TI	394	320	81	73	2	1
Gaston College	368	309	84	40	19	0
Guilford TI	356	306	86	50	0	0
Halifax CC	373	357	96	18	1	3
Haywood TC	314	264	84	46	8	-4
Isothermal CC	402	296	74	106	0	0

Institution	Actual sample[a]	Usable returns[b]		Nonrespondents[c]		
		N	%	Absent	Refused	Unaccounted for
James Sprunt TC	339	197	58	66	74	-2
Johnston TC	298	282	95	16	0	0
Lenoir CC	411	329	80	82	1	1
Martin CC	286	230	80	50	6	0
Mayland TC	302	288	95	11	2	-1
McDowell TC	352	310	88	40	1	-1
Mitchell CC	321	268	84	51	2	0
Montgomery TI	236	206	87	22	8	0
Nash TI	277	229	83	32	15	-1
Pamlico TC	236	186	79	50	0	0
Piedmont TC	283	230	81	47	8	2
Pitt CC	289	258	89	31	0	0
Randolph TC	326	257	79	68	1	0
Richmond TI	336	293	87	41	1	-1
Roanoke-Chowan TI	341	279	82	61	1	0
Robeson TC	372	322	87	50	0	0
Rockingham CC	380	274	72	105	0	-1
Rowan TC	333	255	77	78	2	2
Sampson TC	362	317	88	45	0	0
Sandhills CC	340	268	79	69	3	0
Southeastern CC	356	266	75	90	0	0
Southwestern TC	338	242	72	75	21	0
Stanly TC	359	281	78	73	7	2
Surry CC	391	267	68	106	18	0
TI of Alamance	328	269	82	29	30	0

Institution	Actual sample[a]	Usable returns[b]		Nonrespondents[c]		
		N	%	Absent	Refused	Unaccounted for
Tri-County CC	261	204	78	49	6	-2
Vance-Granville CC	378	264	70	99	14	-1
Wake TC	361	309	86	51	1	0
Wayne CC	318	297	93	24	0	3
Western Piedmont CC	343	262	76	71	10	0
Wilkes CC	411	340	83	66	4	-1
Wilson County TI	434	430	99	3	1	0
Total	19,922	16,408	$\bar{x}$=82	3,153	366	5

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[a] Actual sample = number of students enrolled in sampled classes at time of survey; excludes classes that had ended or been cancelled and students who had dropped from class after registration but prior to administration of survey instrument.

[b] Usable returns = number of student responses on tape record; % = usable returns divided by number in actual sample; $\bar{x}$ = mean percentage.

[c] Absent = number of students enrolled in sampled classes but not in class during survey instrument administration; refused = number of enrolled students present at time of survey administration but refusing to complete survey instrument; unaccounted for = discrepancy between tallies of (usable returns + absent + refusal) and actual sample; minus numbers = actual sample greater than sum of (usable returns + absent + refusal)--due to miscount of completed questionnaires, mechanical error, questionnaires damaged and hence not scannable, or unnoted removal of sabotaged questionnaires; and positive numbers = actual sample smaller than sum of (usable returns + absent + refusal)--due to miscount.

[d] Administration information unavailable from Anson Technical College; number of usable returns used to estimate sample size to allow inclusion with other institutions in calculating total enrollments.

Appendix E: Pretest Findings and Reliability of Survey Instrument Responses

The initial draft of the survey instrument was pretested with 161 students at Central Carolina Technical College and Wilkes Community College during January, 1979. The survey instrument was readministered orally to 33 of these same students within 1 to 8 days after they had completed it for the first time. Because the reliability of most questions had been thoroughly examined prior to the 1974 student survey, the major purposes of the pretest were to evaluate (1) the impact of the rewording and change to an optical scan format, (2) student willingness to divulge personal information, and (3) the amount of time and effort required to complete the questionnaire. The pretest sample of students included both college-transfer and remedial adult classes. Students and their instructors completed an evaluation of the survey instrument.

Item Reliability

Item reliability was estimated by calculating the percentage of usable responses during pretesting. Questions that were unanswered or were answered unacceptably (e.g., two responses given when only one was allowed) by less than 95% of the respondents were:

Question number and content	Usable responses %	Change
21. Plan to enroll in degree program	86	Rewrote
26. Highest grade completed, student and parents	81	Rewrote
27. GED score	78	Rewrote
32. Amount of financial aid	86	None
36. Income, student and parents	68	None
38. Hours worked per week for wages	94	Rewrote
39. Wages per hour	93	Rewrote
40. Occupation head-of-household	88	Rewrote
43. Employment plans	81	Rewrote
44. Reasons for continuing education	89	None
45. Influence of institutional characteristics	88	None

Some students expressed unwillingness to divulge financial information about themselves or their parents; others noted that they did not know their parents' income or the highest grade completed by mother or father. To lessen students' concern about sharing private information, the question requesting social security number was deleted from the final survey instrument. The social security number was intended to be used to identify students who completed the survey instrument more than once. The question on "occupational categories" was shortened from 61 to 48 response choices. A majority of the other item revisions were simple editorial changes, such as moving the "does not apply" response to the first position in questions including this type of answer. It was assumed that if the question did not apply to the respondent (e.g., GED score), he/she might not read the complete range of responses after scanning the stem.

Questions 44 and 45 asked the respondent to choose and rank in order of importance reasons for continuing his/her education and the institutional characteristics that most influenced him to attend. The first and second responses by the 33 students who completed the questionnaire twice were compared to estimate the questions' reliability over time. Kendall's Tau_b, a test comparing rank orders, was used to measure reliability. The rank order of responses to each question (first, second, third, etc.) was calculated for the first and second administration of the question. The two sets of rank orders were compared using the formula:

$$\mathrm{Tau}_b = \frac{S}{\left[\sqrt{\frac{1}{2}N(N-1) - T_x}\right]\left[\sqrt{\frac{1}{2}N(N-1) - T_y}\right]}, \qquad (4)$$

where S is the number of concordant pairs (those receiving the same rank both times) minus the number of discordant pairs (those receiving different ranks); $T_x = \frac{1}{2}\Sigma t(t-1)$--t is the number of tied observations in each group of ties on the x-variable end; and $T_y = \frac{1}{2}\Sigma t(t-1)$, t being the number of tied observations in each group of ties on the y-variable end. For question 44, $\mathrm{Tau}_b = .954$; for question 45, $\mathrm{Tau}_b = .730$.

Student Reactions

Respondents were asked to indicate any questions they did not want to answer. The following were indicated by more than 1% of the test group.

Question number and content	Unwilling to answer %
26. Highest grade completed, student and parents	5
32. Amount of financial aid	2
36. Income, student and parents	16
39. Wages per hour	6
40. Occupational category	4

In addition to the test group's comments on the questions in the survey instrument, one group of continuing education students refused to complete the survey instrument, remarking that they did not see how it could benefit them; that they had enrolled to learn a subject, not to act as "guinea pigs." This reaction did not lead to a change in the wording of the survey items, but did argue for a thorough orientation of continuing education students during the actual survey.

Instructor Reactions

Instructors reported that their students did not appear to have difficulty in completing the instrument, but noted questions that needed to be reworded. Their suggestions were in line with those indicated by estimating student item reliability. Students took from 10 to 55 minutes to complete the survey instrument; those requiring the longest time were in adult basic education (ABE) classes.

Validation of Survey Instrument

Content and face validity of the survey instrument were established by two separate groups of evaluators: the Advisory Council of the Office of Research, North Carolina Department of Community Colleges, and the project's research team composed of graduate students who had research interests and/or work experience in the Community College System. Those persons who were part of the 1974 survey team also were included in the project's research team. Evaluators were asked to judge (1) the correctness and completeness of categories and descriptors in questions and response choices and (2) the degree to which they would expect students to understand the questions. Particular care was taken to establish face validity that would elicit usable information from continuing education students.

The sources of financial aid for students had undergone some changes since the 1974 survey. Therefore, the Director of Student Personnel Services, North Carolina Department of Community Colleges, was requested to review for correctness the categories listed in the question on financial aid.

The question asking respondents to indicate head-of-household's occupation was new, replacing earlier instructions to describe the job and its duties. This change was necessary under the optical scan format employed in the 1979 instrument. The response choices (occupational categories) for this question were derived from the 1970 U.S. Census, Volume 1, *Characteristics of the Population*, Part 35, *North Carolina*, Table 170, pp. 665-671. All intermediate occupational categories that included 0.1% or more of the employed North Carolina population in 1970 were selected for a total of 133 categories. These were collapsed into 59 categories, and two categories--"homemaker or housewife" and "other"--were added for a total of 61 categories. During the reliability check of the survey instrument draft, these categories were further collapsed to a total of 48. Face and content validity of this question were estimated by the same procedures of review used with the other questions.

Reliability of Survey Instrument Responses

Part I: Nonresponses/Incorrect Responses

The following is an enumeration of nonresponses to questions and nonpermissible responses, or cases in which two or more answers were given to a question when only one answer was allowed. Questions allowing more than one response (such as ranking, or choose-all-that-apply) cannot be evaluated in the same manner as forced-choice questions. Percentage values were calculated from nonresponses only. Numbers were taken from the unweighted data on:

Total curriculum students:	11,888
Total continuing education students:	4,415
Total "program unknown" students:	105
Grand total	16,408

	Curriculum			Continuing education		
Question number	Nonresponse N	%	Nonpermissible	Nonresponse N	%	Nonpermissible
1	0	0.0	0	0	0.0	0
2	0	0.0	0	0	0.0	0
3	441	3.7	0	97	2.2	1
4	0	0.0	0	0	0.0	0
5	77	0.6	4	67	1.5	2
6	53	0.4	0	31	0.7	0
7	128	1.1	17	79	1.8	16
8	64	0.5	2	43	1.0	1
9	38	0.3	7	38	0.9	3
10	76	0.6	4	83	1.9	1
11	50	0.4	2	77	1.7	1
12	177	1.5	7	216	4.9	1
13	52	0.4	2	36	0.8	1

Question number	Curriculum Nonresponse N	 %	 Nonpermissible	Continuing education Nonresponse N	 %	 Nonpermissible
14	105	0.9	3	60	1.4	0
15	34	0.3	0	43	1.0	0
16	78	0.7	0	74	1.7	0
17	47	0.4	6	64	1.4	5
18	60	0.5	0	86	1.9	2
19	54	0.5	1	88	0.2	1
20	51	0.4	1	122	2.8	1
21	89	0.7	1	131	3.0	0
22	104	0.9	58	88	2.0	13
23	66	0.6	35	72	1.6	13
24	50	0.4	2	93	2.1	0
25	90	0.8	2	188	4.3	2
26Y	301	2.5	72	205	4.6	24
26F	559	4.7	20	538	12.2	6
26M	476	4.0	21	512	11.6	6
27	2036	17.1	2	598	13.5	0
28	87	0.7	7	141	3.2	7
29	205	1.7	1	247	5.6	3
30	0	0.0	0	0	0.0	0
31	0	0.0	0	0	0.0	0
32	228	1.9	3	241	5.5	0
33	81	0.7	1	133	3.0	0
34	101	0.8	0	208	4.7	0
35	97	0.8	22	125	2.8	13
36Y	1133	9.5	3	521	11.8	0
36P	2311	19.4	5	1352	30.6	4
37	87	0.7	47	80	1.8	16
38	110	0.9	1	97	2.2	1
39	247	2.1	7	251	5.7	0
40	237	2.0	80	205	4.6	20
41	100	0.8	3	133	3.0	0
42	128	1.1	1	254	5.8	1
43	102	0.9	23	270	6.1	3
44	0	0.0	0	0	0.0	0
45	0	0.0	0	0	0.0	0
46: Rate quality of service:						
A	1260	10.6	6	1181	26.7	1
B	907	7.6	7	1100	24.9	3
C	1548	13.0	1	1563	35.4	0
D	1267	10.7	4	1584	35.9	1
E	1316	11.1	1	1529	34.6	1
F	1448	12.2	1	1458	33.0	2
G	1296	10.9	3	1510	34.2	2
H	1260	10.6	3	1520	34.4	0

Question number	Curriculum Nonresponse N	Curriculum Nonresponse %	Curriculum Nonpermissible	Continuing education Nonresponse N	Continuing education Nonresponse %	Continuing education Nonpermissible
46: Rate quality of service (contd.)						
I	1305	11.0	3	1530	34.7	0
J	1263	10.6	3	1406	31.8	2
K	1308	11.0	1	1497	33.9	1
L	1228	10.3	4	1455	33.0	0
M	1154	9.7	3	1474	33.4	4
N	1075	9.0	5	1418	32.1	0
47	93	0.8	8	185	4.2	2
48	115	1.0	38	216	4.9	19

Part II: Tally of Conflicting Responses

This section gives the number and percentage of curriculum and continuing education students who gave conflicting responses on different questions. Question numbers are those used in the survey instrument.

Q8 x Q19: Not currently married, yet living with spouse and children, if any.
Curriculum: 30=0.3%   Continuing education: 17=0.4%

Q4E x Q31: Continuing education program code, and claims financial aid.
Curriculum: None   Continuing education: 489=11.1%

Q8 x Q35: Single, widowed, or divorced, and spouse head-of-household.
Curriculum: 11=0.1%   Continuing education: 14=0.3%

Q15 x Q26Y: Never enrolled full time in college, and reports college graduate or postgraduate work.
Curriculum: 93=0.8%   Continuing education: 36=0.9%

Q15 x Q26Y: Enrolled full time in college, and less than high school education.
Curriculum: 11=0.1%   Continuing education: 11=0.3%

Q15 x Q41: Never enrolled full time in college, and has college degree.
Curriculum: 32=0.3%   Continuing education: 33=0.8%

Q17 x Q18: Not moved or moved for other reasons, and pays special rent to attend classes.
Curriculum: 600=5.1%   Continuing education: 123=2.6%

Q26Y x Q28: Less than eighth-grade education, and reported high school grade average.
Curriculum: 57=0.5% Continuing education: 156=3.8%

Q26Y x Q29: Less than high school education, and reported high school rank upon graduation.
Curriculum: 72=0.6% Continuing education: 199=5.0%

Q26Y x Q28: High school education or more, and marked "did not attend high school."
Curriculum: 24=0.2% Continuing education: 5=0.1%

Q26Y x Q29: High school education or more, and marked "did not graduate from high school."
Curriculum: 224=2.0% Continuing education: 34=0.8%

Q26Y x Q27: GED certificate, and marked "did not take GED" or a below passing score.
Curriculum: 61=0.6% Continuing education: 17 = 0.5%

Q30 x Q8: Listed spouse as income source and self as single, widowed, or divorced.
Curriculum: 28=1.4% Continuing education: 13=1.2%

Q31 x Q32: Marked "not receiving financial aid" and listed amount of aid.
Curriculum: 63=1.2% Continuing education: 42=1.1%

Q31 x Q32: Reported source of financial aid, but under "amount of financial aid" marked "not receiving."
Curriculum 371=6.5% Continuing education: 178=4.6%

Q35 x Q36P: Marked parent head-of-household, and under parents' income marked "no longer living."
Curriculum: 14=0.1% Continuing education: 9=0.3%

Q37 x Q38: Employed full time or part time, and marked "not a wage earner."
Curriculum: 150=1.3% Continuing education: 64=1.5%

Q37 x Q39: Employed full time or part time, and on "hours worked per week" marked "not a wage earner."
Curriculum: 308=2.7% Continuing education: 125=3.0%

Q38 x Q39: Marked "not a wage earner" and reported hourly wage.
Curriculum: 72=0.6% Continuing education: 29=0.7%

Q41 x Q26Y: Reported having college degree, and marked educational level below college degree.
Curriculum: 37=0.3% Continuing education: 40=1.0%

Q42 x Q43: Marked plan to work in North Carolina, but listed "other" work plans.
Curriculum: 499=4.3% Continuing education: 389=8.4%

Appendix F: Survey Instrument

NORTH CAROLINA
STATE BOARD OF EDUCATION
Department of Community Colleges, Raleigh

1979 STUDENT PROFILE QUESTIONNAIRE

This is a survey of students in North Carolina Community Colleges and Technical Institutes. It will provide very important information about student interests [illegible] needs, and will help your school plan courses and services for both curriculum [illegible] extension students. It will also show how Community Colleges and Technical Institutes have grown over the past ten years.

Please read each question carefully. Answer each question. Darken the circle that matches your response, filling in the circle completely. If you want to change an answer, erase your old answer completely and darken your new answer. There are no "right" or "wrong" answers. Your answers will be completely confidential.

IMPORTANT: Your answers will be analyzed by machine. Please use a Number 2 pencil. Fill in each circle completely, but do not mark outside the circle. Please do not fold or tear this questionnaire. THANK YOU FOR YOUR HELP!

EXAMPLE: **0. Can you use a pen to answer this questionnaire?**

○ Yes ● No

1. **Institution.** (Ask your instructor for your institution code number. Write it below and darken the proper circles.)

⓪	⓪	⓪
①	①	
②	②	
③	③	
④	④	
⑤	⑤	⑤
⑥	⑥	
⑦	⑦	
⑧	⑧	
⑨	⑨	

2. **Class Number.** (Ask your instructor for this class's code number. Write it below and darken the proper circles.)

⓪	⓪
①	①
②	②
③	③
④	④
⑤	⑤
⑥	⑥
⑦	⑦
⑧	⑧
⑨	⑨

3. **How many times have you answered this questionnaire?**
   - ○ This is my first time
   - ○ two times
   - ○ three times
   - ○ four or more times

4. **Program Code.** (Ask your instructor for your program code. Write it below and darken the proper circles.)

[illegible]	⓪	⓪	⓪
[illegible]	①	①	①
[illegible]	②	②	②
[illegible]	③	③	③
[illegible]	④	④	④
[illegible]	⑤	⑤	⑤
[illegible]	⑥	⑥	⑥
[illegible]	⑦	⑦	⑦
	⑧	⑧	⑧
	⑨	⑨	⑨

5. **Age.** (Write your age in the boxes below and darken the proper circles.)

	⓪
①	①
②	②
③	③
④	④
⑤	⑤
⑥	⑥
⑦	⑦
⑧	⑧
⑨	⑨

6. **Sex:**
   ○ male ○ female

7. **Race/Ethnic Background:**
   - ○ Black
   - ○ American Indian
   - ○ White
   - ○ Asian
   - ○ Other

8. **Marital Status:**
   - ○ single or engaged
   - ○ married
   - ○ widowed
   - ○ separated
   - ○ divorced

9. **When do you attend most (½ or more) of your classes?**
   - ○ day
   - ○ evening (after 5:00 p.m.)

10. **Where do you attend most (½ or more) of your classes?**
    - ○ main campus
    - ○ your residence or work place
    - ○ branch campus
    - ○ other off-campus site (church, school, etc.)

11. **How many hours per week are you in class?** (Contact hours)
    - ○ 1-5
    - ○ 6-10
    - ○ 11-15
    - ○ 16-20
    - ○ 21-25
    - ○ 26-30
    - ○ more than 30

12. **How many different classes are you taking this quarter?** (ABE, GED or Learning Lab count as one.)

    ①②③④⑤⑥⑦ or more

13. **What is your distance to class each day?** (One way)
    - ○ under 1 mile
    - ○ 1-5 miles
    - ○ 6-10 miles
    - ○ 11-15 miles
    - ○ 16-20 miles
    - ○ 21-25 miles
    - ○ 26-30 miles
    - ○ 31-35 miles
    - ○ over 35 miles

14. **How many trips do you make to class each week?**

    ①②③④⑤⑥⑦ or more

15. **Have you ever been enrolled as a full-time student at a four-year college or university?**
    ○ yes ○ no

16. **Are you a military veteran?**
    ○ yes ○ no

17. **Did you have to change residence in order to attend this school?**
    - ○ No, this institution is located in my home county
    - ○ No, I am from another North Carolina county and commute to class
    - ○ Yes, I moved here from another North Carolina county in order to enroll in this institution.
    - ○ Yes, I moved here from out-of-state in order to enroll in this school.
    - ○ I moved here for reasons other than enrolling in this school.
    - ○ Yes, I am a citizen of another country and came here to study.

18. Do you have to pay rent for a special residence (room, apartment) in order to attend this institution?

○ no
○ yes, $49 or less a month
○ yes, $50-$99 a month
○ yes, $100-$149 a month
○ yes, $150-$200 a month
○ yes, more than $200 a month

19. Where do you live while enrolled at this school?

○ live with parents
○ live with spouse and children, if any
○ live with children but not spouse
○ live with other relatives
○ board with a family, not relatives
○ live by myself
○ live with friends
○ other residence not listed here

20. How many quarters, including this quarter, have you been enrolled at this institution?

① first ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ or more

21. After you complete your present class or program do you plan to enroll in a degree program at a later date? (Here or at some other educational institution)

○ yes
○ no

22. In addition to yourself, what one other person or source was most influential in your decision to attend this institution? (Choose One)

○ recruiter, teacher, or some other personnel from this school
○ literature from this institution
○ radio, TV, newspaper
○ employer
○ teacher or some other personnel at a 4-year college or university
○ high school teacher, counselor, or coach
○ mother
○ father
○ husband or wife
○ child
○ some other relative
○ student at this institution
○ friend who is not a student here
○ social service agency (Welfare, Vocational Rehabilitation, etc.)
○ other not listed here

23. How did you first learn of the program or course in which you are now enrolled? (Choose One)

○ recruiter, teacher, or some other personnel from this school
○ literature from this institution
○ radio, TV, newspaper
○ employer
○ teacher or some other personnel at a 4-year college or university
○ high school teacher, counselor, or coach
○ mother
○ father
○ husband or wife
○ child
○ some other relative
○ student at this institution
○ friend who is not a student here
○ social service agency (Welfare, Vocational Rehabilitation, etc.)
○ other not listed here

24. Would you have attended another educational institution this year if this community college or technical institute had not existed?

○ yes ○ no

25. Was this institution your first choice for continuing your education?

○ Yes, it was my first choice
○ No, I would rather have attended another community college or technical institute.
○ No, I would rather have attended a private two-year college.
○ No, I would rather have attended a private trade or professional school.
○ No, I would rather have attended a public 4-year college or university.
○ No, I would rather have attended a private 4-year college or university.
○ No, I would rather have attended another type of school not listed.

26. What is the highest grade in school you (Y) have completed? your father (F) has completed? your mother (M) has completed? (Please answer for each even if your parents are no longer living. Estimate if you are not sure.)

less than 7th grade	Ⓨ	Ⓕ	Ⓜ
7th - 8th grade	Ⓨ	Ⓕ	Ⓜ
9th - 11th grade	Ⓨ	Ⓕ	Ⓜ
high school graduate	Ⓨ	Ⓕ	Ⓜ
GED diploma	Ⓨ	Ⓕ	Ⓜ
one year beyond high school	Ⓨ	Ⓕ	Ⓜ
two - three years beyond high school	Ⓨ	Ⓕ	Ⓜ
college graduate	Ⓨ	Ⓕ	Ⓜ
graduate work	Ⓨ	Ⓕ	Ⓜ

27. What was your final score on the GED exam?

○ did not take GED
○ below 225
○ 225-249
○ 250-274
○ 275 or above

28. What was your grade average in high school? (Estimate)

○ A (90-100)
○ B (80-89)
○ C (70-79)
○ below C (below 70)
○ did not attend high school

29. What was your high school rank upon graduation? (Estimate)

○ upper 1/3
○ middle 1/3
○ lower 1/3
○ did not graduate

30. What are your current sources of income? (Mark all that apply)

○ full or part-time employment
○ parents
○ husband or wife
○ other relative
○ savings
○ retirement (Social Security, VA, etc.)
○ welfare
○ other

31. What are your current sources of financial aid? (Mark all that apply)

○ CETA program
○ basic educational opportunity grant (BEOG)
○ supplemental educational opportunity grant (SEOG)
○ educational loan
○ scholarship
○ social security educational benefits
○ veterans' administration educational benefits
○ N.C. student incentive grant
○ work-study program
○ vocational rehabilitation
○ not receiving financial aid

32. What is the amount of financial aid (listed in the last question) you will have received during the 1978-1979 school year? (Estimate)

○ not receiving financial aid
○ under $200
○ $200-$399
○ $400-$699
○ $700-$999
○ $1,000-$1,499
○ $1,500-$1,999
○ $2,000-$2,999
○ $3,000 or more

33. **How much did you spend on books and supplies this quarter for all of your classes?** (Estimate)

○ no expense
○ under $25
○ $25-$49
○ $50-$74
○ $75-$99
○ $100-$149
○ $150-$199
○ $200 or more

34. **Do your parents currently provide more than one-half of your support?**

○ yes
○ no

35. **Who is thought of as the head of your family or household?**

○ your father
○ your mother
○ yourself
○ your spouse
○ other relative
○ other person not listed here

36. **What was the total income for you – and your spouse, if married – from all sources before taxes during the past year (1978)? What was your parents' income?** (Mark the "Y" column for you. Mark the "P" column for your parents. Estimate if you are not sure.)

under $2,000	Ⓨ	Ⓟ
$2,000-$2,999	Ⓨ	Ⓟ
$3,000-$3,999	Ⓨ	Ⓟ
$4,000-$4,999	Ⓨ	Ⓟ
$5,000-$5,999	Ⓨ	Ⓟ
$6,000-$6,999	Ⓨ	Ⓟ
$7,000-$7,999	Ⓨ	Ⓟ
$8,000-$9,999	Ⓨ	Ⓟ
$10,000-$11,999	Ⓨ	Ⓟ
$12,000-$14,999	Ⓨ	Ⓟ
$15,000-$19,999	Ⓨ	Ⓟ
$20,000-$24,999	Ⓨ	Ⓟ
$25,000 or more	Ⓨ	Ⓟ
parents no longer living		Ⓟ

37. **What is your employment status?**

○ employed full-time
○ employed part-time
○ homemaker
○ retired
○ unemployed

38. **On an average, how many hours a week do you work for wages?**

○ under 5
○ 5-9 hours
○ 10-19 hours
○ 20-29 hours
○ 30-39 hours
○ 40-44 hours
○ 45-49 hours
○ more than 49 hours
○ not a wage earner

39. **What is your wage per hour before taxes?**

○ under $3.00
○ $3.00-$3.49
○ $3.50-$3.99
○ $4.00-$4.49
○ $4.50-$4.99
○ $5.00-$5.99
○ $6.00-$6.99
○ $7.00-$8.99
○ $9.00 or more
○ not a wage earner

40. **Which category below is the best description of the occupation or job held by the head of your household?**

(Read the entire list and choose One category.)

○ accountant
○ bank teller, bookkeeper, billing clerk, estimator, production controller
○ cashier, sales clerk, door-to-door sales
○ cleaning service: janitor, hotel maid, custodian
○ clothing operative: laundry or drycleaning worker, dressmaker or seamstress, (not in factory)
○ computer specialist
○ construction crafts: brick mason, cabinet maker, carpenter, painter, electrician, plumber, pipefitter, grader, excavator, bulldozer
○ construction worker, carpenter's helper
○ domestic: maid, cook, babysitter in private homes
○ drives bus, taxi, truck, delivery truck, fork lift
○ education: teacher, librarian, vocational or educational counselor
○ education: teacher aide or library assistant
○ education: school administrator
○ engineer
○ farm owner, tenant, manager
○ farm foreman, farm worker
○ food service: waiter, waitress, cook, busboy, dishwasher
○ freight or material handler, garbage collector, stock handler, warehouseman
○ gardener or groundskeeper
○ garage worker, gas station attendant
○ health: physician, dentist, pharmacist, optometrist, veterinarian, registered nurse, dietician, therapist, technician, technologist
○ health: practical nurse, nurse aide, dental assistant, health aide
○ homemaker or housewife
○ insurance agent
○ lawyer or judge
○ lumberman
○ mail carrier, postal clerk
○ manager, administrator, bank officer, public official
○ manager: owns own business

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○ manufacturing crafts: compositor or typesetter, furniture or wood finisher, machinist, pressman, sheet metal, tailor, upholsterer, foreman or inspector
○ manufacturing: assembler, checker, packer, filer, sander, buffer, meat cutter, butcher
○ manufacturing: drill press, lathe, sawyer, welding, ironer or presser, cutter, dyer, sewer, carder, knitter, weaver
○ mechanic, repairman, telephone or electric lineman
○ office: secretary, payroll clerk, receptionist, shipping clerk, stenographer, typist, file clerk, stock clerk, clerical supervisor
○ office machines: keypunch, duplicating, calculating
○ personal service: barber, cosmetologist, day care
○ protective service: fireman, police officer, guard
○ religious worker, social or recreation worker
○ real estate agent
○ sales manager or buyer, purchasing agent
○ scientist, researcher, science technician
○ telephone operator
○ writer, artist, entertainer
○ student, retired, unemployed
○ other not listed here

41. **Do you plan to work toward a four-year college degree?**

○ already have a college degree
○ I think so
○ I don't know
○ I don't think so
○ definitely not

42. **Do you plan to be employed in North Carolina after you finish your formal education?**

○ definitely yes
○ I think so
○ I don't know
○ I don't think so
○ definitely not

PLEASE TURN TO THE NEXT PAGE

43. Choose the response below which best describes your employment plans after education.

○ probably or definitely work in North Carolina
○ work in another state
○ military service
○ marriage, homemaking
○ retirement
○ other

44. Why did you decide to continue your education? (Read the list below and choose the five most important reasons. Mark the 1 next to the most important reason. Mark the 2 next to the second most important reason. Mark the 3 next to the third most important. Mark the 4 next to the fourth most important and the 5 next to the fifth. Mark five reasons.)

①②③④⑤ to be able to contribute more to society
①②③④⑤ to be able to earn more money
①②③④⑤ to become more cultured
①②③④⑤ to gain a general education
①②③④⑤ to get a better job
①②③④⑤ to improve my reading and study skills
①②③④⑤ to improve my social life
①②③④⑤ to learn more things of interest
①②③④⑤ to meet interesting people
①②③④⑤ my parents or spouse wanted me to go
①②③④⑤ there was nothing better to do

45. What five things about this community college or technical institute influenced you most in deciding to attend? Choose the five most important reasons and rank them as you did in the last question. Rank from 1 (most important) to 5 (fifth most important). Mark five reasons.

①②③④⑤ educational programs or courses available
①②③④⑤ financial assistance was available
①②③④⑤ job placement services
①②③④⑤ location (nearness to home or work)
①②③④⑤ low cost
①②③④⑤ open door admissions policy
①②③④⑤ quality of instruction
①②③④⑤ student centered instruction and activities
①②③④⑤ other reasons

46. Some services are important to adults attending classes. Please read the list below. Mark whether you think each service is good enough (G) at your school, could improve (I) or you don't know (?). Then mark the services that are important to you.

G	I	?		important?
Ⓖ	Ⓘ	ⓘ	transportation	○
Ⓖ	Ⓘ	ⓘ	parking	○
Ⓖ	Ⓘ	ⓘ	child care	○
Ⓖ	Ⓘ	ⓘ	scholarships, loans, etc. to pay tuition	○
Ⓖ	Ⓘ	ⓘ	programs, loans, etc. for money to live on	○
Ⓖ	Ⓘ	ⓘ	health care	○
Ⓖ	Ⓘ	ⓘ	job counseling	○
Ⓖ	Ⓘ	ⓘ	job placement	○
Ⓖ	Ⓘ	ⓘ	academic counseling	○
Ⓖ	Ⓘ	ⓘ	personal counseling	○
Ⓖ	Ⓘ	ⓘ	recreation areas and facilities	○
Ⓖ	Ⓘ	ⓘ	study and reading areas	○
Ⓖ	Ⓘ	ⓘ	library resources	○
Ⓖ	Ⓘ	ⓘ	eating facilities	○

47. The institutions in the North Carolina community college system are now named either "community colleges" or "technical" institutes. In your opinion, what - - if any - - standard name should be used for all institutions?

○ no standard name
○ community colleges
○ technical institutes
○ technical colleges
○ no opinion

48. Which statement best describes your feelings about using one standard name?

○ Community colleges and technical institutes are basically the same.
○ It would help give all schools the same status.
○ It would help students transfer to other schools.
○ Community colleges and technical institutes are basically different.
○ I don't want the name changed.
○ It doesn't matter what the institutions are called.

2455-ODF 54321

Appendix G: Weighting Procedures

The data collected were weighted to take into consideration the variation in size of enrollment at the individual institutions, the probability of a student being selected in the sample based on the number of classes in which he/she was enrolled, and each individual's response to every variable (case weight).

Institutional Weights

Because the data from all 57 NCCCS institutions were combined to develop a statewide profile, it was necessary to weight the data to account for variations in the size of enrollments at the institutions and hence the contribution that each made to the total system profile.

The following formula was utilized to calculate institutional weights:

$$\text{Institutional weight} = \frac{\text{Institutional enrollment}}{\text{Institutional sample size}}, \qquad (5)$$

where institutional enrollment was based on actual curriculum enrollment plus projected continuing education enrollment for the spring quarter, 1979, and institutional sample size was the number of students drawn from that institution. At the time of the analysis, actual continuing education enrollments for the individual institutions were not available. Therefore, for purposes of the study, projected continuing education enrollments were calculated by the research team. (Subsequent analysis indicated that new weights calculated using the actual curriculum and actual continuing education enrollments made no difference in the distribution of responses on any variable.)

The range of institutional weights was reduced to the least common denominator to obtain more manageable figures. The largest institutional weight was assigned to Central Piedmont Community College (26) and the smallest to Montgomery Technical College (1); mean institutional weight was 5.6.

Student Weights

The probability of being selected in the population sample was proportional to the number of classes in which the individual student was enrolled, because the sampling units were intact classes selected from institutional class lists. To equalize the probabilities of inclusions in the class lists, integer weights were applied to the responses to either of two questions in the survey instrument.

Student weights were assigned as follows to the responses to Question 12: "How many different classes are you taking this quarter (ABE, GED, or Learning Laboratory count as one)?"

Response to Question 12	Student weight
1	50
2	25
3	17
4	13
5	10
6	9
7	7

If the student failed to respond to Question 12, then the response to Question 11: "How many hours per week are you in class (contact hours)?" was used to determine student weight.

Response to Question 11	Student weight
1	50
2	21
3	11
4	9
5	7
6	6
7	6

Student weights were calculated as follows:

$$\text{Student weight} = \frac{\dfrac{1}{\text{Number of classes this quarter}} \times 100}{2}. \qquad (6)$$

Case Weights

To account for differences in size of institutional enrollments and the probability of a student being included in the class sampling more than once, individual student responses to each variable on the survey instrument were assigned a case weight calculated as follows:

$$\text{Case weight} = (\text{Institutional weight})(\text{Student weight}), \qquad (7)$$

where institutional weight is that derived from equation (5) and student weight is derived as shown in equation (6).

Appendix H: Related Information

Appendix Table 1. Weighted percentage distribution of curriculum and continuing education students enrolled in the North Carolina Community College System, 1979, who would have attended another educational institution if theirs had not existed, by age, sex, race, marital status, educational attainment, and occupation head-of-household

Variable	Students					
	Curriculum			Continuing education		
	Yes	No	N	Yes	No	N
Age, yr:						
22 or less	76.5	23.5	5,671	38.3	61.7	628
23-29	61.6	38.4	3,024	30.6	69.4	799
30-39	47.0	53.0	2,003	24.9	75.1	830
40-49	43.3	56.7	767	19.1	80.9	573
50-59	31.4	68.6	205	12.3	87.7	512
60-69	17.2	82.8	47	8.5	91.5	494
70 or over	46.3	53.7	8	5.4	94.6	411
Total	61.4	38.6	11,725	21.7	78.3	4,247
Sex:						
Male	64.4	35.6	5,520	29.9	70.1	1,320
Female	58.8	41.2	6,263	17.9	82.1	2,972
Total	61.4	38.6	11,784	21.4	78.6	4,292
Race:						
Black	72.4	27.6	2,800	26.8	73.2	1,002
American Indian	61.3	38.7	189	17.9	82.1	91
White	58.3	41.7	8,567	20.1	79.9	3,104
Asian	71.3	28.7	57	34.5	65.5	10
Other	88.2	11.8	79	20.2	79.9	24
Total	61.6	38.4	11,692	21.5	78.5	4,231

Appendix Table 1 (continued)

Variable	Students					
	Curriculum			Continuing education		
	Yes	No	N	Yes	No	N
Marital status;						
Single	76.1	23.9	6,152	32.5	67.5	858
Married	49.2	50.8	4,545	20.4	79.6	2,598
Widowed	42.8	57.2	126	6.6	93.4	507
Separated	53.9	46.1	431	28.1	71.9	129
Divorced	51.0	49.0	516	27.0	73.0	189
Total	61.5	38.5	11,770	21.5	78.5	4,281
Highest grade completed:						
Less than 7th	48.9	51.1	35	8.0	92.0	419
7th-8th	43.9	56.1	65	13.9	86.1	334
9th-11th	35.0	65.0	288	25.9	74.1	839
High school	61.2	38.8	4,787	21.0	79.0	1,146
GED	54.6	45.4	1,008	34.4	65.6	127
High school + 1 yr	68.2	31.8	2,157	21.0	79.0	266
High school + 2-3 yr	68.4	31.6	2,627	26.5	73.5	389
College degree	50.0	50.0	390	24.8	75.2	394
Graduate work	28.4	71.6	114	20.2	79.8	206
Total	61.3	38.7	11,471	21.6	78.4	4,120
Primary income:						
Under $2,000	70.5	29.5	1,316	15.2	84.8	579
$ 2,000-2,999	71.1	28.9	598	19.4	80.6	255
$ 3,000-3,999	74.3	25.7	563	20.1	79.9	165
$ 4,000-4,999	66.1	33.9	482	22.9	77.1	139
$ 5,000-5,999	69.0	31.0	541	27.0	73.0	165
$ 6,000-6,999	62.7	37.3	507	19.4	80.6	156
$ 7,000-7,999	61.7	38.3	509	24.0	76.0	171
$ 8,000-9,999	56.3	43.7	842	23.6	76.4	267

Appendix Table 1 (continued)

Variable	Students					
	Curriculum			Continuing education		
	Yes	No	N	Yes	No	N
Primary income (contd.):						
$10,000-11,999	56.6	43.4	933	22.8	77.2	301
$12,000-14,999	60.0	40.0	1,231	25.6	74.4	400
$15,000-19,999	57.3	42.7	1,348	18.7	81.3	463
$20,000-24,999	54.5	45.5	952	25.4	74.6	334
$25,000 or over	60.9	39.1	1,057	24.5	75.5	348
Parents deceased	74.5	25.5	16	40.1	59.9	6
Total	61.4	38.6	10,895	21.8	78.2	3,749
Occupation head-of-household:						
White collar	61.0	39.0	3,399	27.2	72.8	1,140
Blue collar	59.9	40.1	3,034	25.8	74.2	945
Unskilled	64.8	35.2	1,376	22.9	77.1	455
Farm	65.6	34.4	502	13.4	86.6	174
Total	61.4	38.6	8,311	25.3	74.7	2,714

Appendix Table 2. Weighted percentage distribution of curriculum students enrolled in the North Carolina Community College System, 1979, by source of financial aid as related to age, sex, race, marital status, student's education, primary income, and occupation head-of-household

Variable	Source of financial aid[a]										
	CETA	BEOG	SEOG	EDLO	SCHOL	SSEB	VAEB	NCSIG	WRKST	VOCR	NONE
					College-transfer						
Age, yr:											
22 or less	34.1	70.7	81.3	57.1	80.4	100.0	20.6	35.1	50.3	18.5	55.6
23-29	43.4	19.9	18.7	18.4	8.2	0.0	45.8	62.7	43.7	43.1	16.5
30-39	22.5	5.2	0.0	24.5	6.8	0.0	20.7	2.2	0.0	38.5	16.8
40-49	0.0	3.2	0.0	0.0	4.7	0.0	10.9	0.0	0.0	0.0	7.5
50-59	0.0	1.0	0.0	0.0	0.0	0.0	2.0	0.0	6.1	0.0	2.2
60-69	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.4
70 or more	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.1	100.0	100.0	100.0	100.1	100.1	100.0
	(6)	(236)	(12)	(12)	(80)	(77)	(195)	(15)	(46)	(9)	(898)
					General education						
22 or less	100.0	52.5	14.9	0.0	0.0	100.0	12.0	100.0	40.9	64.8	24.8
23-29	0.0	32.0	29.1	0.0	0.0	0.0	40.9	0.0	28.1	35.2	23.5
30-39	0.0	13.6	56.0	0.0	100.0	0.0	27.5	0.0	18.8	0.0	29.0
40-49	0.0	1.9	0.0	0.0	0.0	0.0	12.2	0.0	12.2	0.0	15.6
50-59	0.0	0.0	0.0	0.0	0.0	0.0	4.4	0.0	0.0	0.0	0.4
60-69	0.0	0.0	0.0	0.0	0.0	0.0	3.0	0.0	0.0	0.0	6.8
70 or more	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total	100.0	100.0	100.0	0.0	100.0	100.0	100.0	100.0	100.0	100.0	100.1
	(1)	(49)	(3)	(0)	(1)	(9)	(78)	(1)	(8)	(2)	(161)
					Special credit						
22 or less	15.1	62.7	43.5	100.0	74.7	44.0	32.2	100.0	0.0	0.0	21.3
23-29	7.5	20.1	0.0	0.0	19.4	0.0	37.7	0.0	0.0	0.0	23.6
30-39	69.0	17.2	56.5	0.0	5.9	0.0	23.8	0.0	100.0	0.0	27.7
40-49	1.8	0.0	0.0	0.0	0.0	0.0	6.4	0.0	0.0	0.0	11.7

Appendix Table 2 (continued)

Variable	CETA	BEOG	SEOG	EDLO	SCHOL	SSEB	VAEB	NCSIG	WRKST	VOCR	NONE
	Source of financial aid[a]										
Age, yr (contd.)											
50-59	6.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5.4
60-69	0.0	0.0	0.0	0.0	0.0	56.0	0.0	0.0	0.0	0.0	8.8
70 or more	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	(8)	(15)	(2)	(3)	(3)	(7)	(14)	(1)	(2)	(0)	(417)
					Technical						
22 or less	36.4	61.4	58.4	34.5	61.3	99.2	11.0	63.3	52.9	36.6	48.1
23-29	35.0	22.5	26.9	32.8	23.0	0.7	41.4	25.6	29.4	19.8	26.6
30-39	22.2	9.4	12.1	27.1	12.5	0.0	29.6	7.4	11.6	27.5	17.6
40-49	4.9	3.4	2.7	5.6	3.1	0.1	14.1	3.7	5.6	10.8	6.1
50-59	1.6	0.2	0.0	0.0	0.0	0.0	3.4	0.0	0.4	5.3	1.4
60-69	0.0	0.0	0.0	0.0	0.0	0.0	0.5	0.0	0.0	0.0	0.1
70 or more	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1
Total	100.1	99.9	100.1	100.0	99.9	100.0	100.0	100.0	99.9	100.0	100.0
	(325)	(1587)	(77)	(176)	(224)	(365)	(1803)	(59)	(292)	(67)	(3002)
					Vocational						
22 or less	38.1	62.7	23.3	53.5	56.7	97.9	9.1	66.1	60.8	26.0	41.9
23-29	35.8	23.5	67.3	26.7	26.9	0.9	48.1	3.4	33.1	42.9	24.2
30-39	19.7	10.9	9.5	16.1	16.4	0.5	25.4	24.0	5.3	19.1	18.5
40-49	5.1	2.4	0.0	3.7	0.0	0.3	11.9	6.5	0.0	8.9	6.8
59-59	1.3	0.4	0.0	0.0	0.0	0.4	5.2	0.0	0.8	3.0	6.5
60-69	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.0	0.0	0.0	1.6
70 or more	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.5
	100.0	99.9	100.1	100.0	100.0	100.0	99.9	100.0	100.0	99.9	100.0
	(210)	(533)	(24)	(34)	(32)	(109)	(709)	(12)	(46)	(59)	(975)

Appendix Table 2 (continued)

Variable	Source of financial aid[a]										
	CETA	BEOG	SEOG	EDLO	SCHOL	SSEB	VAEB	NCSIG	WRKST	VOCR	NONE
					College-transfer						
Sex:											
Male	33.0	33.4	36.8	37.1	45.7	35.7	75.8	35.9	23.8	19.3	41.4
Female	67.0	66.6	63.2	62.9	54.3	64.3	24.2	64.1	76.2	80.7	58.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	(6)	(235)	(12)	(12)	(80)	(76)	(197)	(15)	(46)	(8)	(894)
					General education						
Male	0.0	30.7	0.0	0.0	0.0	74.6	75.4	0.0	47.3	35.2	14.5
Female	100.0	69.3	100.0	0.0	100.0	25.4	24.6	100.0	52.7	64.8	85.5
Total	100.0	100.0	100.0	0.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	(1)	(49)	(3)	(0)	(1)	(9)	(78)	(1)	(8)	(2)	(164)
					Special credit						
Male	69.0	32.9	0.0	0.0	25.3	3.4	46.3	0.0	79.7	0.0	31.5
Female	31.0	67.1	100.0	100.0	74.7	96.6	53.7	100.0	20.3	0.0	68.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	0.0	100.0
	(8)	(15)	(2)	(3)	(3)	(7)	(14)	(1)	(2)	(0)	(416)
					Technical						
Male	15.5	19.9	30.5	37.6	21.8	29.0	87.0	26.2	27.1	59.7	33.2
Female	84.5	80.1	69.5	62.4	78.2	71.0	13.0	73.8	72.9	40.3	66.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	00.0	100.0
	(339)	(1603)	(80)	(179)	(225)	(369)	(1816)	(59)	(295)	(67)	(3019)
					Vocational						
Male	41.1	36.7	59.7	30.0	32.4	55.1	96.5	60.4	67.4	72.9	60.1
Female	58.9	63.3	40.3	70.0	67.6	44.9	3.5	39.6	32.6	27.1	39.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	(208)	(534)	(24)	(35)	(32)	(107)	(711)	(12)	(46)	(59)	(987)

Appendix Table 2 (continued)

Variable	Source of financial aid[a]										
	CETA	BEOG	SEOG	EDLO	SCHOL	SSEB	VAEB	NCSIG	WRKST	VOCR	NONE
					College-transfer						
Race:											
Black	34.1	49.6	40.6	24.0	9.8	8.8	12.5	53.0	29.4	0.0	8.3
Am. Indian	22.5	0.3	0.0	0.0	0.0	0.0	1.4	0.0	0.0	0.0	0.2
White	43.4	49.0	59.4	76.0	83.1	90.4	84.4	36.4	69.0	100.0	89.0
Asian	0.0	0.8	0.0	0.0	5.7	0.0	0.3	10.6	1.6	0.0	1.0
Other	0.0	0.4	0.0	0.0	1.4	0.7	1.4	0.0	0.0	0.0	1.5
Total	100.0	100.1	100.0	100.0	100.0	99.9	100.0	100.0	100.0	100.0	100.0
	(6)	(234)	(12)	(12)	(80)	(76)	(194)	(15)	(44)	(6)	(892)
					General education						
Black	0.0	67.2	29.1	0.0	0.0	0.0	24.8	0.0	33.2	100.0	8.2
Am. Indian	0.0	1.6	0.0	0.0	0.0	4.3	0.6	0.0	0.0	0.0	0.9
White	100.0	31.2	70.9	0.0	100.0	95.7	72.3	100.0	66.8	0.0	90.2
Asian	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.7
Other	0.0	0.0	0.0	0.0	0.0	0.0	2.4	0.0	0.0	0.0	0.0
Total	100.0	100.0	100.0	0.0	100.0	100.0	100.1	100.0	100.0	100.0	100.0
	(1)	(49)	(3)	(0)	(1)	(9)	(75)	(1)	(8)	(2)	(164)
					Special credit						
Black	0.0	39.9	0.0	0.0	0.0	0.0	15.5	0.0	0.0	0.0	9.9
Am. Indian	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.9
White	100.0	52.0	100.0	100.0	80.6	84.4	84.5	100.0	100.0	0.0	88.3
Asian	0.0	0.0	0.0	0.0	19.4	0.0	0.0	0.0	0.0	0.0	0.4
Other	0.0	8.1	0.0	0.0	0.0	15.6	0.0	0.0	0.0	0.0	0.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	0.0	99.9
	(7)	(15)	(2)	(3)	(3)	(7)	(14)	(1)	(2)	(0)	(412)

Appendix Table 2 (continued)

Variable	Source of financial aid[a]										
	CETA	BEOG	SEOG	EDLO	SCHOL	SSEB	VAEB	NCSIG	WRKST	VOCR	NONE
					Technical						
Race (contd.):											
Black	31.6	54.4	46.2	8.3	7.9	30.0	22.3	18.2	32.9	24.8	13.9
Am. Indian	11.1	2.8	3.2	2.3	1.0	1.5	2.2	4.7	1.0	6.0	1.0
White	56.5	42.2	49.1	87.8	88.4	67.7	74.4	73.5	63.3	68.4	84.0
Asian	0.0	0.5	0.0	0.0	1.2	0.0	0.0	2.5	1.7	0.0	0.5
Other	0.8	0.2	1.4	1.6	1.5	0.7	1.1	1.2	0.8	0.8	0.6
Total	100.0	100.1	99.9	100.0	100.0	99.9	100.0	100.1	100.0	100.0	100.0
	(340)	(1599)	(80)	(180)	(227)	(368)	(1800)	(60)	(295)	(68)	(2996)
					Vocational						
Black	56.8	60.2	58.9	35.8	15.7	31.0	29.1	64.1	40.0	31.2	16.3
Am. Indian	1.5	3.4	13.4	0.0	0.0	1.5	0.8	0.0	0.0	5.2	1.0
White	40.9	35.3	27.7	64.2	84.3	61.8	69.6	35.9	60.0	63.6	82.0
Asian	0.6	0.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3
Other	0.3	0.6	0.0	0.0	0.0	5.7	0.5	0.0	0.0	0.0	0.5
Total	100.1	100.1	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.1
	(205)	(526)	(24)	(32)	(32)	(106)	(704)	(10)	(43)	(58)	(981)
					College-transfer						
Marital status:											
Single	100.0	73.8	81.3	65.2	83.5	100.0	32.4	71.5	53.8	65.3	57.5
Married	0.0	14.8	9.3	32.1	14.5	0.0	59.1	5.1	38.0	17.1	35.6
Widowed	0.0	1.0	0.0	0.0	0.0	0.0	1.2	0.0	0.0	0.0	1.3
Separated	0.0	3.1	9.3	2.7	1.4	0.0	1.0	0.0	1.3	17.7	3.5
Divorced	0.0	7.3	0.0	0.0	0.6	0.0	6.3	23.4	6.9	0.0	2.1
Total	100.0	100.0	99.9	100.0	100.0	100.0	100.0	100.0	100.0	100.1	100.0
	(6)	(236)	(12)	(12)	(80)	(76)	(196)	(15)	(46)	(9)	(896)

Appendix Table 2 (continued)

Variable	Source of financial aid[a]										
	CETA	BEOG	SEOG	EDLO	SCHOL	SSEB	VAEB	NCSIG	WRKST	VOCR	NONE
					General education						
Marital status (contd.):											
Single	100.0	64.0	14.9	0.0	0.0	100.0	17.3	100.0	69.0	64.8	28.3
Married	0.0	20.5	0.0	0.0	100.0	0.0	77.6	0.0	0.0	35.2	49.7
Widowed	0.0	1.1	0.0	0.0	0.0	0.0	3.0	0.0	0.0	0.0	9.3
Separated	0.0	10.1	85.1	0.0	0.0	0.0	0.3	0.0	18.8	0.0	5.8
Divorced	0.0	4.4	0.0	0.0	0.0	0.0	1.8	0.0	12.2	0.0	7.0
Total	100.0	100.1	100.0	0.0	100.0	100.0	100.0	100.0	100.0	100.0	100.1
	(1)	(49)	(3)	(0)	(1)	(9)	(78)	(1)	(8)	(2)	(164)
					Special credit						
Single	12.4	71.9	43.5	100.0	94.1	44.0	24.5	100.0	0.0	0.0	30.2
Married	82.2	1.8	0.0	0.0	0.0	56.0	69.1	0.0	0.0	0.0	56.9
Widowed	0.0	0.0	0.0	0.0	0.0	0.0	6.4	0.0	0.0	0.0	2.3
Separated	0.0	2.3	56.5	0.0	0.0	0.0	0.0	0.0	20.3	0.0	1.6
Divorced	5.4	24.0	0.0	0.0	5.9	0.0	0.0	0.0	79.7	0.0	9.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	0.0	100.0
	(8)	(15)	(2)	(3)	(3)	(7)	(14)	(1)	(2)	(0)	(415)
					Technical						
Single	43.0	66.9	64.6	39.5	61.2	97.8	19.4	62.8	60.4	49.7	53.8
Married	29.8	16.9	19.0	46.1	27.2	0.9	72.7	19.2	28.3	31.8	38.4
Widowed	2.1	0.9	3.8	1.8	1.1	0.7	1.7	5.3	1.0	4.3	1.4
Separated	7.7	7.3	8.0	5.7	5.4	0.1	3.5	6.1	5.7	6.8	2.9
Divorced	17.5	8.0	4.6	6.9	5.2	0.4	2.7	6.6	4.8	7.5	3.7
Total	100.1	100.0	100.0	100.0	100.1	99.9	100.0	100.0	100.2	100.1	100.2
	(341)	(1601)	(81)	(179)	(226)	(371)	(1812)	(60)	(297)	(68)	(3015)

Appendix Table 2 (continued)

Variable	Source of financial aid[a]										
	CETA	BEOG	SEOB	EDLO	SCHOL	SSEB	VAEB	NCSIG	WRKST	VOCR	NONE
					Vocational						
Marital status (contd.):											
Single	53.0	67.9	42.1	42.7	49.4	98.0	19.3	82.5	60.8	43.1	41.3
Married	26.5	20.5	44.5	35.8	35.2	1.7	74.0	0.0	31.0	22.5	48.2
Widowed	2.8	2.2	0.0	0.0	0.0	0.0	1.0	0.0	0.0	0.4	1.2
Separated	7.3	4.2	4.8	12.9	1.0	0.4	2.6	0.0	0.0	17.0	3.9
Divorced	10.4	5.3	8.7	8.6	14.4	0.0	3.1	17.5	8.2	17.0	5.5
Total	100.0	100.1	100.1	100.0	100.0	100.1	100.0	100.0	100.0	100.0	100.
	(207)	(533)	(24)	(35)	(32)	(107)	(710)	(12)	(46)	(59)	(987)
					College-transfer						
Student's education:											
Less than 7th grade	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
7th-8th	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2
9th-11th	0.0	1.5	0.0	0.0	0.0	0.0	0.0	9.1	0.0	10.1	2.1
High school	78.3	31.5	58.9	82.9	27.8	26.0	29.2	16.6	41.6	6.2	34.5
GED	0.0	4.3	10.0	0.0	1.3	2.4	11.6	0.0	4.6	17.7	2.7
HS + 1 yr	0.0	28.6	16.1	14.4	33.4	28.9	22.2	11.0	18.5	53.0	23.2
HS + 2-3 yr	21.7	32.4	15.0	2.7	27.1	40.7	33.9	63.5	32.8	13.0	27.1
College	0.0	0.9	0.0	0.0	4.7	2.1	2.7	0.0	2.5	0.0	6.7
Graduate work	0.0	0.8	0.0	0.0	5.7	0.0	0.4	0.0	0.0	0.0	3.6
Total	100.0	100.0	100.0	100.0	100.0	100.1	100.0	100.2	100.0	100.0	100.1
	(6)	(230)	(11)	(12)	(80)	(75)	(191)	(14)	(44)	(9)	(887)
					General education						
Less than 7th grade	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
7th-8th	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.4
9th-11th	0.0	0.0	0.0	0.0	0.0	0.0	2.4	0.0	0.0	0.0	0.0

Appendix Table 2 (continued)

Variable	Source of financial aid[a]										
	CETA	BEOG	SEOG	EDLO	SCHOL	SSEB	VAEB	NCSIC	WRKST	VOCR	NONE
Student's education (contd.):											
High school	0.0	56.8	29.1	0.0	0.0	21.0	30.4	0.0	20.1	100.0	48.0
GED	0.0	5.9	0.0	0.0	0.0	0.0	13.8	0.0	29.6	0.0	5.8
HS + 1 yr	100.0	9.0	0.0	0.0	100.0	0.0	21.7	0.0	27.4	0.0	22.7
HS + 2-3 yr	0.0	26.3	70.9	0.0	0.0	79.0	28.6	100.0	10.1	0.0	21.3
College	0.0	2.0	0.0	0.0	0.0	0.0	3.0	0.0	12.8	0.0	0.6
Graduate work	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1
Total	100.0	100.0	100.0	0.0	100.0	100.0	99.9	100.0	100.0	100.0	99.9
	(1)	(46)	(3)	(0)	(1)	(9)	(100)	(1)	(7)	(1)	(162)
				Special credit							
Less than 7th grade	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
7th-8th	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2
9th-11th	4.8	0.0	0.0	0.0	0.0	0.0	14.6	0.0	0.0	0.0	4.5
High school	69.0	14.9	0.0	0.0	0.0	59.4	27.1	0.0	0.0	0.0	28.0
GED	20.9	0.0	0.0	0.0	0.0	0.0	8.9	0.0	0.0	0.0	2.9
HS + 1 yr	0.0	64.7	0.0	81.1	19.4	38.3	24.8	0.0	0.0	0.0	12.6
HS + 2-3 yr	5.4	20.4	100.0	3.4	0.0	2.3	24.6	100.0	100.0	0.0	23.9
College	0.0	0.0	0.0	15.6	0.0	0.0	0.0	0.0	0.0	0.0	18.9
Graduate work	0.0	0.0	0.0	0.0	80.6	0.0	0.0	0.0	0.0	0.0	9.1
Total	100.1	100.0	100.0	100.1	100.0	100.0	100.0	100.0	100.0	0.0	100.1
	(8)	(14)	(1)	(3)	(3)	(7)	(14)	(1)	(1)	(0)	(408)
				Technical							
Less than 7th grade	1.6	0.3	5.0	1.0	1.4	1.1	0.4	5.6	0.8	4.4	0.1
7th-8th	0.9	1.1	0.0	0.0	0.0	0.0	0.4	0.0	0.0	0.0	0.3
9th-11th	2.0	1.2	0.0	1.0	0.2	0.4	1.7	0.0	1.7	0.0	0.3

Appendix Table 2 (continued)

Variable	Source of financial aid[a]										
	CETA	BEOG	SEOG	EDLO	SCHOL	SSEB	VAEB	NCSIC	WRKST	VOCR	NONE
Student's education (contd.):											
High school	36.7	42.0	31.3	20.4	24.1	51.1	39.1	25.5	34.0	42.4	39.1
GED	12.5	8.2	14.2	9.0	2.3	2.4	14.3	0.6	6.4	22.0	4.5
HS + 1 yr	22.0	18.6	21.2	21.3	19.2	19.3	14.6	25.7	20.3	17.2	20.2
HS + 2-3 yr	21.1	26.6	28.3	44.2	46.8	23.3	25.1	42.6	34.4	13.2	28.5
College	2.5	0.8	0.0	2.6	5.1	2.5	3.7	0.0	1.8	0.9	5.9
Graduate work	0.7	0.1	0.0	0.6	0.9	0.0	0.7	0.0	0.7	0.0	1.2
Total	100.0	99.9	100.0	100.1	100.0	100.1	100.0	100.0	100.1	100.1	100.1
	(334)	(1541)	(77)	(176)	(222)	(360)	(1768)	(54)	(290)	(65)	(2967)
					Vocational						
Less than 7th grade	0.0	0.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	7.9	0.8
7th-8th	1.9	0.8	0.0	0.0	0.0	2.5	1.5	0.0	0.0	3.2	1.6
9th-11th	12.4	5.2	0.0	0.0	0.0	1.8	7.9	0.0	0.9	34.8	8.4
High school	43.2	63.8	66.3	37.7	77.9	53.0	48.2	53.6	60.0	30.4	52.6
GED	15.7	10.5	13.6	12.7	9.5	10.1	22.3	26.4	15.4	10.3	9.8
HS + 1 yr	17.0	9.6	17.8	15.6	4.2	16.6	6.0	20.0	17.6	7.2	9.4
HS + 2-3 yr	6.7	8.2	2.4	28.7	8.4	16.1	12.4	0.0	6.2	5.8	10.3
College	2.5	0.7	0.0	3.1	0.0	0.0	1.5	0.0	0.0	0.4	5.3
Graduate work	0.6	0.9	0.0	2.1	0.0	0.0	0.3	0.0	0.0	0.0	1.7
Total	100.0	100.1	100.1	99.9	100.0	100.1	100.1	100.0	100.1	100.0	99.9
	(190)	(512)	(23)	(33)	(28)	(106)	(690)	(9)	(45)	(55)	(954)

Appendix Table 2 (continued)

Variable	Source of financial aid[a]										
	CETA	BEOG	SEOG	EDLO	SCHOL	SSEB	VAEB	NCSIC	WRKST	VOCR	NONE
					College-transfer						
Primary income:											
Under $2,000	24.4	22.6	24.0	28.6	10.4	19.7	4.0	8.5	14.2	0.0	4.0
$ 2,000-2,999	0.0	13.7	19.9	25.6	15.7	13.5	2.0	23.3	15.3	0.0	5.6
$ 3,000-3,999	0.0	6.9	0.0	0.0	8.5	16.9	8.6	8.9	5.8	0.0	3.7
$ 4,000-4,999	0.0	10.1	8.6	0.0	5.6	14.3	7.4	18.5	8.3	8.4	2.0
$ 5,000-5,999	49.8	7.5	0.0	0.0	2.3	9.4	7.6	0.0	0.0	0.0	3.3
$ 6,000-6,999	0.0	8.3	27.4	0.0	3.0	1.7	4.3	2.4	4.5	18.3	3.2
$ 7,000-7,999	0.0	3.9	0.0	9.1	1.4	3.5	7.8	2.4	1.8	0.0	4.3
$ 8,000-9,999	0.0	8.2	0.0	0.0	7.1	0.0	9.6	5.3	2.0	7.7	5.8
$10,000-11,999	13.0	7.5	5.2	2.9	2.6	8.6	8.7	30.7	11.8	57.0	5.4
$12,000-14,999	12.7	5.2	14.9	0.0	11.1	3.8	10.8	0.0	7.5	0.0	9.4
$15,000-19,999	0.0	2.2	0.0	0.0	8.6	2.4	13.9	0.0	3.9	0.0	15.8
$20,000-24,999	0.0	2.0	0.0	0.0	9.7	0.0	4.3	0.0	8.1	8.6	16.0
$25,000 or over	0.0	2.0	0.0	33.8	14.0	6.3	11.0	0.0	16.8	0.0	21.4
Parents not living	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1
Total	99.9 (5)	100.1 (217)	100.0 (11)	100.0 (11)	100.0 (75)	100.1 (71)	100.0 (188)	100.0 (12)	100.1 (41)	100.0 (7)	100.0 (828)
					General education						
Under $2,000	0.0	34.4	100.0	0.0	0.0	27.3	4.0	100.0	37.7	0.0	3.3
$ 2,000-2,999	0.0	19.9	0.0	0.0	0.0	42.9	3.2	0.0	21.8	0.0	3.7
$ 3,000-3,999	0.0	2.1	0.0	0.0	0.0	4.7	0.9	0.0	0.0	0.0	2.2
$ 4,000-4,999	100.0	4.3	0.0	0.0	0.0	0.0	3.9	0.0	0.0	0.0	0.9
$ 5,000-5,999	0.0	6.9	0.0	0.0	0.0	9.6	2.7	0.0	4.9	0.0	2.3

Appendix Table 2 (continued)

Variable	Source of financial aid[a]										
	CETA	BEOG	SEOG	EDLO	SCHOL	SSEB	VAEB	NCSIC	WRKST	VOCR	NONE
Primary income (contd.):											
$ 6,000-6,999	0.0	0.8	0.0	0.0	0.0	0.0	14.2	0.0	0.0	0.0	4.0
$ 7,000-7,999	0.0	9.6	0.0	0.0	0.0	15.5	4.3	0.0	0.0	35.2	2.8
$ 8,000-9,999	0.0	6.0	0.0	0.0	0.0	0.0	2.8	0.0	18.0	0.0	5.6
$10,000-11,999	0.0	7.8	0.0	0.0	0.0	0.0	14.7	0.0	0.0	0.0	6.7
$12,000-14,999	0.0	6.5	0.0	0.0	0.0	0.0	21.5	0.0	7.3	64.8	15.5
$15,000-19,999	0.0	0.0	0.0	0.0	0.0	0.0	8.3	0.0	9.6	0.0	21.7
$20,000-24,999	0.0	1.6	0.0	0.0	0.0	0.0	10.5	0.0	0.0	0.0	12.4
$25,000 or over	0.0	0.0	0.0	0.0	100.0	0.0	9.0	0.0	0.0	0.0	18.8
Parents not living	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total	100.0 (1)	99.9 (45)	100.0 (3)	0.0 (0)	100.0 (1)	100.0 (9)	100.0 (77)	100.0 (1)	100.1 (8)	100.0 (2)	99.9 (157)
				Special credit							
Under $2,000	5.4	65.2	43.5	0.0	5.9	8.1	5.3	100.0	79.7	0.0	1.4
$ 2,000-2,999	2.7	5.8	56.5	3.4	0.0	20.3	3.4	0.0	20.3	0.0	0.4
$ 3,000-3,999	22.2	0.0	0.0	0.0	0.0	0.0	13.0	0.0	0.0	0.0	1.4
$ 4,000-4,999	0.7	1.8	0.0	0.0	0.0	0.0	14.6	0.0	0.0	0.0	0.8
$ 5,000-5,999	0.0	7.0	0.0	0.0	0.0	0.0	1.3	0.0	0.0	0.0	1.9
$ 6,000-6,999	0.0	8.1	0.0	0.0	0.0	3.9	0.0	0.0	0.0	0.0	2.7
$ 7,000-7,999	0.0	0.0	0.0	0.0	0.0	0.0	7.8	0.0	0.0	0.0	3.6
$ 8,000-9,999	0.0	4.6	0.0	0.0	0.0	0.0	8.8	0.0	0.0	0.0	8.3
$10,000-11,999	0.0	1.8	0.0	0.0	0.0	0.0	24.6	0.0	0.0	0.0	7.2
$12,000-14,999	0.0	5.8	0.0	0.0	19.4	0.0	13.6	0.0	0.0	0.0	15.2

Appendix Table 2 (continued)

Variable	Source of financial aid[a]										
	CETA	BEOG	SEOG	EDLO	SCHOL	SSEB	VAEB	NCSIC	WRKST	VOCR	NONE
Primary income (contd.):											
$15,000-19,999	69.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	15.4
$20,000-24,999	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	15.9
$25,000 or over	0.0	0.0	0.0	96.6	74.7	67.8	7.8	0.0	0.0	0.0	26.0
Parents not living	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total	100.0 (8)	100.1 (15)	100.0 (2)	100.0 (3)	100.0 (3)	100.1 (7)	100.2 (14)	100.0 (1)	100.0 (2)	0.0 (0)	100.2 (399)
Technical											
Under $2,000	12.2	29.6	47.1	15.6	22.0	24.7	3.6	26.3	28.9	20.2	4.9
$ 2,000-2,999	13.8	11.9	7.7	4.8	6.9	16.5	1.8	16.7	8.0	6.3	2.8
$ 3,000-3,999	7.8	7.7	5.8	4.1	6.1	10.7	2.9	8.8	6.1	4.9	3.7
$ 4,000-4,999	8.6	7.9	4.8	7.0	9.9	8.5	2.7	2.5	3.5	3.4	2.6
$ 5,000-5,999	9.3	7.6	9.5	2.5	2.8	5.0	5.2	10.6	4.1	6.6	3.6
$ 6,000-6,999	3.5	6.6	6.4	3.2	1.6	4.2	4.8	8.2	6.7	2.0	4.4
$ 7,000-7,999	13.9	6.0	2.4	2.3	0.3	2.6	5.5	0.0	4.7	6.4	3.8
$ 8,000-9,999	6.9	6.8	3.3	8.2	5.1	3.4	8.1	0.8	10.5	18.7	9.0
$10,000-11,999	6.7	4.7	1.5	9.6	7.6	5.2	12.5	6.6	9.2	8.7	8.9
$12,000-14,999	3.0	6.7	3.6	21.1	15.2	8.0	15.2	3.5	4.3	12.7	13.1
$15,000-19,999	2.4	2.5	1.3	10.4	11.0	4.8	18.4	0.0	6.4	2.9	14.7
$20,000-24,999	0.3	0.8	3.6	6.3	6.6	2.7	12.5	5.6	3.8	3.7	12.2

Appendix Table 2 (continued)

Variable	Source of financial aid[a]										
	CETA	BEOG	SEOG	EDLO	SCHOL	SSEB	VAEB	NCSIC	WRKST	VOCR	NONE
Primary income (contd.):											
$25,000 or over	1.7	1.2	3.0	5.0	4.9	3.2	6.7	9.2	3.7	3.7	16.1
Parents not living	0.0	0.1	0.0	0.0	0.0	0.5	0.0	1.3	0.0	0.0	0.3
Total	100.1 (311)	100.1 (1443)	100.0 (77)	100.1 (167)	100.0 (212)	100.0 (336)	99.9 (1747)	100.1 (53)	99.9 (265)	100.2 (62)	100.1 (2815)
					Vocational						
Under $2,000	41.3	37.5	20.0	20.0	4.8	31.5	5.5	15.4	24.8	33.2	9.2
$ 2,000-2,999	12.2	9.1	9.7	3.3	16.4	12.2	4.0	0.0	3.3	6.8	3.2
$ 3,000-3,999	7.2	9.6	5.7	19.6	3.5	11.9	2.9	20.6	11.6	3.6	3.3
$ 4,000-4,999	5.8	7.8	10.6	6.2	0.0	3.3	4.6	19.1	3.6	0.0	3.8
$ 5,000-5,999	5.4	7.1	0.0	14.9	15.4	10.1	7.4	11.0	3.1	12.6	3.5
$ 6,000-6,999	10.2	5.4	6.7	0.0	1.1	1.2	5.6	0.0	2.0	2.7	2.8
$ 7,000-7,999	2.6	6.8	14.6	0.0	0.0	0.9	4.6	0.0	15.6	0.0	5.0
$ 8,000-9,999	6.6	8.0	31.1	6.7	6.6	6.2	11.0	9.2	2.4	0.7	9.6
$10,000-11,999	1.6	3.8	1.7	1.6	4.5	5.9	14.6	6.3	1.9	8.0	9.5
$12,000-14,999	3.8	1.4	0.0	5.4	41.1	6.7	13.5	18.4	24.4	8.6	14.8
$15,000-19,999	0.7	1.6	0.0	10.3	4.4	6.7	17.3	0.0	4.3	14.8	15.8
$20,000-24,999	0.0	0.0	0.0	8.0	0.0	0.0	4.8	0.0	2.9	5.4	8.1
$25,000 or over	2.5	1.5	0.0	4.2	2.4	0.0	4.1	0.0	0.0	3.8	11.2
Parents not living	0.0	0.3	0.0	0.0	0.0	3.5	0.2	0.0	0.0	0.0	0.3
Total	99.9 (179)	99.9 (481)	100.1 (21)	100.2 (31)	100.2 (30)	100.1 (91)	100.1 (674)	100.0 (10)	99.9 (41)	100.2 (49)	100.1 (882)

Appendix Table 2 (continued)

Variable	Source of financial aid[a]										
	CETA	BEOG	SEOG	EDLO	SCHOL	SSEB	VAEB	NCSIC	WRKST	VOCR	NONE
					College-transfer						
Occupation head-of-household:											
White collar	25.3	42.4	43.0	55.1	70.5	73.1	52.2	49.2	55.0	0.0	61.0
Blue collar	74.4	24.6	37.7	33.3	24.0	15.9	25.9	16.9	28.9	100.0	24.8
Unskilled	0.0	24.5	8.4	11.7	5.5	3.6	20.5	30.2	10.1	0.0	10.2
Farm	0.0	8.5	10.8	0.0	0.0	7.5	1.4	3.6	6.0	0.0	3.9
Total	100.0	100.0	99.9	100.1	100.0	100.1	100.0	99.9	100.0	100.0	99.9
	(3)	(148)	(9)	(9)	(64)	(46)	(114)	(12)	(33)	(3)	(694)
					General education						
White collar	100.0	34.2	56.0	0.0	100.0	26.9	56.5	0.0	73.9	0.0	57.1
Blue collar	0.0	23.6	29.1	0.0	0.0	73.1	23.0	0.0	26.1	100.0	28.3
Unskilled	0.0	34.6	0.0	0.0	0.0	0.0	15.2	0.0	0.0	0.0	9.8
Farm	0.0	7.5	14.9	0.0	0.0	0.0	5.3	100.0	0.0	0.0	4.8
Total	100.0	99.9	100.0	0.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	(1)	(33)	(3)	(0)	(1)	(5)	(54)	(1)	(5)	(1)	(132)
					Special credit						
White collar	92.3	20.1	56.5	96.6	100.0	90.9	50.5	0.0	100.0	0.0	76.4
Blue collar	5.3	38.7	0.0	3.4	0.0	9.1	36.6	0.0	0.0	0.0	16.8
Unskilled	2.4	37.6	0.0	0.0	0.0	0.0	12.9	0.0	0.0	0.0	5.6
Farm	0.0	3.6	43.5	0.0	0.0	0.0	0.0	100.0	0.0	0.0	1.2
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	0.0	100.0
	(5)	(8)	(2)	(3)	(2)	(4)	(11)	(1)	(1)	(0)	(337)

Appendix Table 2 (continued)

Variable	CETA	BEOG	SEOG	EDLO	SCHOL	SSEB	VAEB	NCSIC	WRKST	VOCR	NONE
	Source of financial aid[a]										
					Technical						
Occupation H-o-H (contd.):											
White collar	27.9	32.0	38.7	37.1	48.2	51.3	34.2	45.7	40.1	37.4	49.6
Blue collar	45.2	37.3	9.9	22.0	27.9	26.7	39.7	21.8	34.6	30.2	32.2
Unskilled	20.1	23.1	38.0	39.4	20.1	18.1	22.2	27.8	18.2	11.3	15.0
Farm	6.8	7.5	13.4	1.5	3.8	3.9	4.0	4.7	7.1	21.1	3.3
Total	100.0	99.9	100.0	100.0	100.0	100.0	100.1	100.0	100.0	100.0	100.1
	(172)	(1004)	(53)	(128)	(166)	(225)	(1281)	(37)	(192)	(42)	(2298)
					Vocational						
White collar	17.2	18.2	27.4	39.9	37.2	47.1	10.4	7.1	55.6	28.8	36.9
Blue collar	40.3	33.9	53.5	30.8	52.9	20.9	69.7	51.1	25.1	43.1	45.0
Unskilled	34.9	39.2	6.7	21.3	4.3	15.9	15.9	41.8	12.7	26.2	13.1
Farm	7.6	8.7	12.3	8.0	5.5	16.1	4.0	0.0	6.6	1.8	5.0
Total	100.0	100.0	99.9	100.0	99.9	100.0	100.0	100.0	100.0	99.9	100.0
	(104)	(311)	(9)	(22)	(24)	(58)	(449)	(7)	(100)	(38)	(720)

[a] CETA = Comprehensive Employment and Training Act; BEOG = Basic Educational Opportunity Grant; SEOG = Supplemental Educational Opportunity Grant; EDLO = educational loan; SCHOL = scholarship; SSEB = social security educational benefits; VAEB = Veterans Administration educational benefits; NCSIC = North Carolina Student Incentive Grant; WRKST = work-study; VOCR = Vocational Rehabilitation; NONE = not receiving aid.

Appendix Table 3. Weighted percentage distribution of curriculum students enrolled in the North Carolina Community College System, 1979, by amount of financial aid received as related to program, age, sex, race, marital status, student's education, primary income, and occupation head-of-household

Variable	Amount of financial aid, 1978-79 school year, $								
	None	Less than 200	200-399	400-699	700-999	1000-1499	1500-1999	2000-2999	3000 or more
				College-transfer					
Age, yr:									
22 or less	56.4	64.8	69.6	48.5	59.4	62.3	34.7	45.5	29.1
23-29	17.3	27.4	17.9	27.0	18.4	19.3	51.6	21.6	45.8
30-39	15.3	2.0	3.5	18.7	18.9	18.4	7.5	20.1	10.2
40-49	7.4	0.0	8.9	5.8	0.7	0.0	4.9	9.8	14.9
50-59	2.1	5.8	0.0	0.0	2.5	0.0	1.3	3.1	0.0
60-69	1.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
70 or more	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total	99.9	100.0	99.9	100.0	99.9	100.0	100.0	100.1	100.0
	(905)	(41)	(85)	(67)	(105)	(60)	(40)	(51)	(77)
				General education					
22 or less	25.0	24.4	26.8	21.9	64.5	23.3	12.0	5.4	20.5
23-29	22.8	19.2	60.7	58.8	31.2	14.1	23.1	33.6	32.2
30-39	29.0	56.4	4.9	19.4	4.4	62.6	32.9	15.7	30.9
40-49	16.0	0.0	7.6	0.0	0.0	0.0	32.1	17.9	8.4
50-59	0.4	0.0	0.0	0.0	0.0	0.0	0.0	4.5	7.9
60-69	6.8	0.0	0.0	0.0	0.0	0.0	0.0	22.9	0.0
70 or more	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total	100.0	100.0	100.0	100.1	100.1	100.0	100.1	100.0	99.9
	(164)	(6)	(15)	(13)	(17)	(13)	(13)	(11)	(37)

Appendix Table 3 (continued)

Variable	Amount of financial aid, 1978-79 school year, $								
	None	Less than 200	200-399	400-699	700-999	1000-1499	1500-1999	2000-2999	3000 or more
				Special credit					
Age, yr (contd.):									
22 or less	21.0	0.0	100.0	83.8	31.5	50.5	67.8	95.9	48.4
23-29	23.3	2.9	0.0	3.3	45.2	0.0	32.2	4.1	43.0
30-39	28.4	0.0	0.0	8.1	23.3	2.1	0.0	0.0	8.6
40-49	11.7	97.1	0.0	0.0	0.0	4.5	0.0	0.0	0.0
50-59	5.4	0.0	0.0	4.8	0.0	0.0	0.0	0.0	0.0
60-69	8.7	0.0	0.0	0.0	0.0	42.8	0.0	0.0	0.0
70 or more	1.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0	99.9	100.0	100.0	100.0
	(421)	(2)	(1)	(12)	(7)	(7)	(4)	(4)	(5)
				Technical					
22 or less	47.4	53.2	52.2	47.0	53.2	36.4	33.0	27.5	11.0
23-29	27.3	20.8	25.8	32.2	26.3	37.5	31.9	35.0	40.3
30-39	17.3	18.7	15.5	12.7	13.5	18.9	27.8	24.4	29.8
40-49	6.4	7.3	4.8	7.5	6.2	6.3	4.6	9.4	16.0
50-59	1.5	0.0	1.7	0.6	0.8	0.8	2.6	2.7	2.6
60-69	0.1	0.0	0.0	0.0	0.0	0.1	0.0	1.1	0.4
70 or more	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.1	100.1
	(3125)	(207)	(399)	(417)	(713)	(438)	(313)	(448)	(882)
				Vocational					
22 or less	40.5	52.7	49.9	49.8	50.1	28.2	32.6	19.1	10.3
23-29	26.7	34.1	32.0	31.7	32.8	43.9	35.7	37.9	42.8
30-39	17.9	10.3	16.1	12.1	12.0	19.6	24.1	25.8	24.4
40-49	6.9	2.8	2.1	2.1	4.3	7.2	4.8	12.1	16.1
50-59	6.1	0.2	0.0	4.3	0.4	1.1	2.9	5.1	6.0

Appendix Table 3 (continued)

Variable	Amount of financial aid, 1978-79 school year, $								
	None	Less than 200	200-399	400-699	700-999	1000-1499	1500-1999	2000-2999	3000 or more
Age, yr (contd.):									
60-69	1.5	0.0	0.0	0.0	0.3	0.0	0.0	0.0	0.4
70 or more	0.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total	100.1	100.1	100.1	100.0	99.9	100.0	100.1	100.0	100.0
	(1093)	(82)	(141)	(157)	(215)	(139)	(102)	(171)	(345)
College-transfer									
Sex:									
Male	42.8	38.2	38.0	45.8	42.1	54.8	58.0	74.4	72.8
Female	57.2	61.8	62.0	54.2	57.9	45.2	42.0	25.6	27.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	(901)	(41)	(85)	(67)	(104)	(60)	(40)	(51)	(78)
General education									
Male	14.4	21.8	62.2	35.2	24.4	69.3	63.0	71.7	76.3
Female	85.6	78.2	37.4	64.8	75.6	30.7	37.0	28.3	23.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	(167)	(6)	(15)	(13)	(17)	(13)	(14)	(11)	(37)
Special credit									
Male	31.8	2.9	100.0	13.6	58.1	0.0	29.0	20.0	35.5
Female	68.2	97.1	0.0	86.4	41.9	100.0	71.0	80.0	64.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	(420)	(2)	(1)	(12)	(7)	(7)	(4)	(4)	(5)
Technical									
Male	34.4	49.5	35.1	33.5	33.1	52.8	61.8	68.1	81.5
Remale	65.6	50.5	64.9	66.5	66.9	47.2	38.2	31.9	18.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	(3143)	(208)	(396)	(420)	(721)	(441)	(314)	(493)	(831)

Appendix Table 3 (continued)

Variable	Amount of financial aid, 1978-79 school year, $								
	None	Less than 200	200-399	400-699	700-999	1000-1499	1500-1999	2000-2999	3000 or more
				Vocational					
Sex (contd.):									
Male	63.2	68.1	55.9	57.2	37.1	70.5	72.1	82.9	91.9
Female	36.8	31.9	44.1	42.8	62.9	29.5	27.9	17.1	8.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	(1107)	(82)	(141)	(159)	(214)	(138)	(103)	(172)	(343)
				College-transfer					
Race:									
Black	8.3	25.2	25.1	38.3	25.4	38.3	24.2	9.7	7.9
American Indian	0.3	0.0	3.4	0.0	0.0	1.1	0.0	0.0	0.6
White	90.0	72.9	70.1	59.5	64.6	60.6	70.3	86.1	84.0
Asian	0.5	0.0	1.3	2.2	2.0	0.0	0.0	1.7	7.5
Other	0.8	1.9	0.0	0.0	8.0	0.0	5.5	2.5	0.0
Total	99.9	100.0	99.9	100.0	100.0	100.0	100.0	100.0	100.0
	(899)	(40)	(85)	(67)	(104)	(60)	(40)	(50)	(77)
				General education					
Black	8.4	34.3	67.8	70.3	73.9	34.1	24.0	14.6	8.1
American Indian	0.9	0.0	0.0	0.0	4.6	0.0	4.4	0.0	0.0
White	90.0	65.7	32.2	29.7	21.5	65.9	71.6	85.5	87.3
Asian	0.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	4.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.1	100.1
	(167)	(5)	(14)	(13)	(17)	(13)	(13)	(10)	(37)

Appendix Table 3 (continued)

Variable	Amount of financial aid, 1978-79 school year, $ None	Less than 200	200-399	400-699	700-999	1000-1499	1500-1999	2000-2999	3000 or more
					Special credit				
Race (contd.):									
Black	9.9	2.9	0.0	16.2	12.9	1.3	0.0	0.0	0.0
American Indian	0.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
White	88.4	97.1	100.0	80.3	52.4	98.7	36.9	100.0	100.0
Asian	0.4	0.0	0.0	0.0	34.7	0.0	0.0	0.0	0.0
Other	0.4	0.0	0.0	3.6	0.0	0.0	63.1	0.0	0.0
Total	100.0	100.0	100.0	100.1	100.0	100.0	100.0	100.0	100.0
	(416)	(2)	(1)	(11)	(7)	(7)	(4)	(4)	(5)
					Technical				
Black	15.4	36.0	47.3	41.5	45.1	30.0	26.3	22.8	15.7
American Indian	1.1	0.7	3.5	3.7	1.8	2.0	0.9	3.5	1.9
White	82.6	63.2	48.7	53.7	52.1	66.5	72.6	73.5	80.0
Asian	0.4	0.0	0.2	0.9	0.4	0.0	0.2	0.0	0.4
Other	0.5	0.1	0.3	0.2	0.6	1.5	0.0	0.2	2.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	(3121)	(208)	(396)	(414)	(718)	(441)	(313)	(488)	(825)
					Vocational				
Black	19.5	55.6	45.5	60.6	49.1	38.8	44.1	26.2	17.8
American Indian	1.1	0.7	2.9	2.0	4.1	0.8	3.8	1.3	0.9
White	78.7	43.7	50.7	37.4	44.6	60.3	46.3	72.3	80.8
Asian	0.3	0.0	0.0	0.0	1.4	0.0	0.8	0.0	0.0
Other	0.5	0.0	0.9	0.0	0.9	0.0	5.0	0.3	0.5
Total	100.1	100.0	100.0	100.0	100.1	99.9	100.0	100.0	100.0
	(1097)	(81)	(137)	(155)	(212)	(138)	(101)	(165)	(344)

Appendix Table 3 (continued)

Variable	Amount of financial aid, 1978-79 school year, $								
	None	Less than 200	200-399	400-699	700-999	1000-1499	1500-1999	2000-2999	3000 or more
					College-transfer				
Marital status:									
Single	58.7	67.9	76.4	62.2	61.4	69.0	63.3	49.5	32.0
Married	34.3	30.5	15.3	26.5	27.9	28.1	25.2	45.5	64.7
Widowed	1.5	0.0	0.0	0.0	0.0	1.1	1.3	3.6	0.0
Separated	3.5	0.8	0.8	6.0	1.3	1.8	0.0	1.4	0.9
Divorced	2.0	0.8	7.5	5.3	9.4	0.0	10.3	0.0	2.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.1	100.0	100.0
	(903)	(41)	(85)	(67)	(105)	(60)	(40)	(51)	(78)
					General education				
Single	28.6	24.4	26.8	44.7	77.3	32.1	22.9	10.0	24.3
Married	49.3	56.8	62.3	32.1	11.6	59.1	77.1	85.6	68.9
Widowed	9.3	0.0	0.0	0.0	7.7	0.0	0.0	0.0	5.0
Separated	5.9	18.8	4.9	23.2	3.3	0.0	0.0	0.0	0.0
Divorced	7.0	0.0	6.1	0.0	0.0	8.8	0.0	4.5	1.8
Total	100.1	100.0	100.1	100.0	99.9	100.0	100.0	100.1	100.0
	(167)	(6)	(15)	(13)	(17)	(13)	(14)	(11)	(37)
					Special credit				
Single	29.8	2.9	100.0	85.2	42.8	50.5	67.8	95.9	48.4
Married	57.4	97.1	0.0	12.3	46.7	45.2	32.3	4.1	39.9
Widowed	2.2	0.0	0.0	0.0	0.0	3.4	0.0	0.0	0.0
Separated	1.6	0.0	0.0	0.0	0.0	0.9	0.0	0.0	0.0
Divorced	8.9	0.0	0.0	2.5	10.5	0.0	0.0	0.0	11.7
Total	99.9	100.0	100.0	100.0	100.0	100.0	100.1	100.0	100.0
	(419)	(2)	(1)	(12)	(7)	(7)	(4)	(4)	(5)

Appendix Table 3 (continued)

Variable	None	Less than 200	200-399	400-699	700-999	1000-1499	1500-1999	2000-2999	3000 or more
	Amount of financial aid, 1978-79 school year, $								
				Technical					
Marital status (contd.):									
Single	53.3	52.4	61.8	56.5	63.1	42.9	40.2	34.6	15.3
Married	38.8	36.9	24.7	31.2	23.3	48.3	50.2	56.8	75.2
Widowed	1.4	0.7	0.5	0.5	1.6	0.7	0.1	1.6	1.7
Separated	2.8	4.8	7.0	6.7	4.6	2.7	5.1	3.1	4.7
Divorced	3.7	5.2	5.9	5.1	7.5	5.5	4.4	3.9	3.2
Total	100.0	100.0	99.9	100.0	100.1	100.1	100.0	100.0	100.1
	(3137)	(208)	(399)	(418)	(718)	(441)	(314)	(494)	(828)
				Vocational					
Single	42.1	64.4	53.8	62.3	56.9	37.6	41.3	21.6	16.2
Married	47.6	24.5	38.9	33.1	27.5	49.1	42.2	70.5	77.1
Widowed	0.9	0.0	1.1	0.5	2.7	0.0	4.3	0.5	0.7
Separated	4.1	3.7	2.3	1.4	6.6	2.2	6.8	5.2	2.1
Divorced	5.3	7.4	3.9	2.7	6.3	11.2	5.5	2.2	3.9
Total	100.0	100.0	100.0	100.0	100.0	100.1	100.1	100.0	100.0
	(1106)	(82)	(140)	(159)	(213)	(139)	(103)	(171)	(343)

Appendix Table 3 (continued)

Variable	Amount of financial aid, 1978-79 school year, $								
	None	Less than 200	200-399	400-699	700-999	1000-1499	1500-1999	2000-2999	3000 or more
				College-transfer					
Student's education:									
Less than 7th	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
7th-8th	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
9th-11th	1.8	0.0	4.9	0.0	0.0	0.0	2.9	0.0	1.3
High school	34.9	44.6	29.9	35.8	22.3	51.1	23.9	36.7	32.3
GED	2.6	0.9	6.3	3.5	9.6	2.5	7.9	12.9	8.5
HS + 1 yr	22.9	33.0	32.7	20.0	27.9	11.1	27.5	31.9	18.9
HS + 2-3 yr	27.4	21.5	25.8	38.0	40.2	29.4	37.9	16.3	26.0
College degree	6.4	0.0	0.3	2.7	0.0	6.0	0.0	0.0	8.2
Graduate work	3.8	0.0	0.0	0.0	0.0	0.0	0.0	2.1	4.7
Total	99.9	100.0	100.0	100.1	100.0	100.1	100.0	99.9	100.1
	(896)	(39)	(85)	(64)	(103)	(56)	(39)	(51)	(78)
				General education					
Less than 7th	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
7th-8th	1.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
9th-11th	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	4.9
High school	47.0	21.8	26.3	80.5	40.5	66.8	29.3	17.3	28.0
GED	5.8	0.0	0.0	0.0	20.3	7.8	36.8	11.2	13.1
HS + 1 yr	22.8	66.0	61.1	3.0	13.7	20.2	2.8	2.3	19.4
HS + 2-3 yr	22.2	12.2	8.3	16.6	25.5	5.3	24.0	69.1	30.5
College degree	0.6	0.0	4.3	0.0	0.0	0.0	7.1	0.0	4.2
Graduate work	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total	99.9	100.0	100.0	100.1	100.0	100.1	100.0	99.9	100.1
	(165)	(6)	(15)	(13)	(14)	(13)	(14)	(11)	(37)

Appendix Table 3 (continued)

Variable	Amount of financial aid, 1978-79 school year, $								
	None	Less than 200	200-399	400-699	700-999	1000-1499	1500-1999	2000-2999	3000 or more
			Special credit						
Less than 7th	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
7th-8th	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
9th-11th	4.5	0.0	0.0	1.9	0.0	0.0	3.3	0.0	26.9
High school	28.4	97.1	100.0	2.5	87.5	43.2	0.0	15.9	0.0
GED	2.8	0.0	0.0	10.4	0.0	8.9	0.0	0.0	0.0
HS + 1 yr	12.7	2.9	0.0	25.2	2.1	43.2	63.1	73.1	52.8
HS + 2-3 yr	23.7	0.0	0.0	50.3	10.5	4.7	33.6	11.0	20.3
College degree	18.8	0.0	0.0	9.7	0.0	0.0	0.0	0.0	0.0
Graduate work	9.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.1	100.0	100.0	100.0	100.0
	(413)	(2)	(1)	(12)	(7)	(6)	(4)	(4)	(5)
			Technical						
Less than 7th	0.1	0.0	0.7	0.2	0.0	0.0	0.1	0.5	0.4
7th-8th	0.3	2.9	1.8	0.0	0.3	0.4	0.6	0.4	0.1
9th-11th	0.4	1.0	2.0	0.4	0.6	1.0	3.8	0.8	1.5
High school	39.1	51.0	48.0	39.6	41.1	39.2	41.7	37.5	32.2
GED	4.5	4.1	9.3	10.5	12.0	10.7	6.3	9.5	17.1
HS + 1 yr	20.1	20.3	11.9	16.2	22.2	18.6	14.6	16.6	16.2
HS + 2-3 yr	28.6	18.1	23.6	30.0	21.9	26.6	26.8	29.5	28.4
College degree	5.8	2.4	2.1	2.3	1.7	3.3	5.8	4.5	3.3
Graduate work	1.1	0.2	0.7	0.9	0.2	0.3	0.2	0.6	0.9
Total	100.0	100.1	100.1	100.1	100.0	100.1	99.9	99.9	100.1
	(3083)	(197)	(385)	(411)	(692)	(420)	(308)	(488)	(814)

Appendix Table 3 (continued)

Variable	Amount of financial aid, 1978-79 school year, $								
	None	Less than 200	200-399	400-699	700-999	1000-1499	1500-1999	2000-2999	3000 or more
					Vocational				
Student's education (contd.):									
Less than 7th	0.8	2.0	0.2	0.0	1.1	0.0	0.0	0.3	0.4
7th-8th	1.5	3.1	1.2	2.0	0.4	2.9	2.1	1.2	1.4
9th-11th	9.2	15.4	10.5	4.5	2.2	6.3	10.9	5.9	6.4
High school	52.2	52.5	71.1	53.2	71.9	46.6	37.9	39.5	49.1
GED	9.6	4.7	4.2	16.0	9.9	23.9	20.9	28.3	21.5
HS + 1 yr	9.7	5.6	5.5	11.4	8.6	7.9	12.1	10.7	7.6
HS + 2-3 yr	10.5	15.3	4.6	9.6	5.4	10.7	15.3	13.4	10.6
College degree	4.8	1.4	1.8	3.3	0.2	1.3	0.0	0.9	2.3
Graduate work	1.7	0.0	0.9	0.0	0.2	0.3	0.9	0.0	0.8
Total	100.0 (1063)	100.0 (75)	100.0 (134)	100.0 (153)	99.9 (211)	99.9 (132)	100.1 (97)	100.1 (165)	100.1 (337)
					College-transfer				
Primary income:									
Under $2,000	3.9	17.1	19.7	12.6	20.7	15.9	5.6	6.6	3.6
$ 2,000-2,999	5.0	6.9	8.8	12.8	16.3	7.9	17.2	10.0	1.0
$ 3,000-3,999	3.8	7.8	1.0	11.8	2.5	5.1	6.8	16.4	17.8
$ 4,000-4,999	1.8	1.2	12.7	13.1	5.0	6.6	5.4	11.0	3.0
$ 5,000-5,999	3.5	8.9	3.3	6.7	4.4	3.9	20.7	6.6	1.5
$ 6,000-6,999	3.3	4.8	6.3	4.5	9.0	3.8	2.7	3.3	1.5
$ 7,000-7,999	4.6	0.0	4.6	1.0	2.6	9.1	6.0	2.0	7.9
$ 8,000-9,999	5.6	3.7	5.8	3.5	8.2	2.5	5.2	11.6	10.6
$10,000-11,999	5.4	8.8	9.2	8.6	5.4	12.7	6.9	7.3	11.1
$12,000-14,999	9.1	3.2	9.9	6.3	6.9	10.7	7.3	4.1	19.6

Appendix Table 3 (continued)

Variable	Amount of financial aid, 1978-79 school year, $								
	None	Less than 200	200-399	400-699	700-999	1000-1499	1500-1999	2000-2999	3000 or more
Primary income (contd.):									
$15,000-19,999	15.6	4.0	8.3	7.0	9.9	4.7	9.5	7.8	8.4
$20,000-24,999	17.2	11.2	2.9	0.8	7.8	1.0	0.0	0.0	4.8
$25,000 or over	21.2	22.5	7.7	11.4	1.3	16.2	6.8	13.4	8.4
Parents deceased	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.8
Total	100.1	100.1	100.2	100.1	100.0	100.1	100.1	100.1	100.0
	(841)	(37)	(79)	(65)	(101)	(52)	(36)	(48)	(75)
General education									
Under $2,000	3.3	0.0	17.2	31.6	25.4	21.6	1.7	0.0	8.4
$ 2,000-2,999	3.8	12.2	8.1	21.1	14.3	5.3	0.0	0.0	6.5
$ 3,000-3,999	2.5	0.0	0.0	4.2	0.0	0.0	8.4	0.0	0.0
$ 4,000-4,999	1.0	0.0	0.0	0.0	2.5	1.8	0.0	0.0	7.9
$ 5,000-5,999	2.6	0.0	0.0	0.0	12.8	0.0	0.0	3.1	3.6
$ 6,000-6,999	4.0	19.2	54.7	6.2	0.0	0.0	0.0	6.1	4.6
$ 7,000-7,999	2.8	12.2	4.6	0.0	10.6	30.4	10.6	0.0	0.6
$ 8,000-9,999	5.6	18.8	0.0	0.0	18.1	0.0	0.0	6.9	3.9
$10,000-11,999	7.1	0.0	3.5	21.1	0.0	12.9	0.0	31.9	9.4
$12,000-14,999	15.5	0.0	5.8	3.2	11.6	0.0	46.4	27.4	23.7
$15,000-19,999	20.9	0.0	0.0	4.2	0.0	7.8	22.2	0.0	8.9
$20,000-24,999	12.0	0.0	0.0	8.3	4.7	20.2	10.7	6.7	10.8
$25,000 or over	18.9	37.6	6.1	0.0	0.0	0.0	0.0	18.0	11.6
Parents deceased	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total	100.0	100.0	100.0	99.9	100.0	100.0	100.0	100.1	99.9
	(160)	(6)	(14)	(11)	(15)	(13)	(13)	(11)	(37)

Appendix Table 3 (continued)

Variable	None	Less than 200	200-399	400-699	700-999	1000-1499	1500-1999	2000-2999	3000 or more
	Amount of financial aid, 1978-79 school year, $								
				Special credit					
Primary income (contd.):									
Under $2,000	1.4	0.0	0.0	19.7	10.5	0.0	4.6	0.0	33.2
$ 2,000-2,999	0.4	2.9	0.0	1.9	0.0	0.9	0.0	95.9	0.0
$ 3,000-3,999	1.4	0.0	0.0	4.8	21.4	8.8	0.0	0.0	0.0
$ 4,000-4,999	0.7	0.0	0.0	0.0	2.1	0.0	3.3	0.0	26.9
$ 5,000-5,999	1.9	0.0	0.0	0.0	8.0	0.0	0.0	0.0	0.0
$ 6,000-6,999	2.7	0.0	0.0	3.5	0.0	0.0	0.0	0.0	0.0
$ 7,000-7,999	3.5	0.0	0.0	0.0	0.0	0.0	29.0	0.0	0.0
$ 8,000-9,999	8.2	0.0	0.0	2.0	0.0	4.7	0.0	0.0	0.0
$10,000-11,999	7.1	0.0	0.0	0.0	10.5	0.0	0.0	4.1	31.3
$12,000-14,999	15.0	97.1	100.0	5.5	34.7	0.0	0.0	0.0	8.6
$15,000-19,999	15.9	0.0	0.0	2.5	0.0	0.0	0.0	0.0	0.0
$20,000-24,999	15.7	0.0	0.0	0.0	0.0	85.7	0.0	0.0	0.0
$25,000 or over	26.1	0.0	0.0	60.0	12.9	0.0	63.1	0.0	0.0
Parents deceased	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total	100.0	100.0	100.0	99.9	100.1	100.1	100.0	100.0	100.0
	(403)	(2)	(1)	(12)	(7)	(7)	(4)	(4)	(5)
				Technical					
Under $2,000	5.3	14.6	25.0	21.8	22.1	17.2	11.2	7.9	2.7
$ 2,000-2,999	2.9	4.6	9.5	6.9	10.1	5.8	9.9	7.2	1.4
$ 3,000-3,999	3.8	3.0	3.9	4.6	9.7	4.9	4.2	4.2	3.7
$ 4,000-4,999	2.8	1.7	4.4	6.3	7.9	4.5	6.7	4.0	3.6
$ 5,000-5,999	3.6	5.7	6.3	7.1	7.1	5.5	3.6	5.7	4.8
$ 6,000-6,999	4.5	7.8	7.9	6.1	5.4	3.2	5.4	2.8	3.5
$ 7,000-7,999	3.9	8.4	5.8	4.3	6.5	6.9	5.9	3.9	5.7
$ 8,000-9,999	8.7	9.0	6.1	8.3	8.9	10.3	5.4	5.6	7.3
$10,000-11,999	8.9	10.7	8.2	7.1	7.5	8.8	11.2	9.4	11.8

Appendix Table 3 (continued)

Variable	Amount of financial aid, 1978-79 school year, $								
	None	Less than 200	200-399	400-699	700-999	1000-1499	1500-1999	2000-2999	3000 or more
Primary income (contd.):									
$12,000-14,999	12.8	10.7	7.7	14.4	5.5	12.5	14.3	13.8	16.6
$15,000-19,999	14.5	15.9	10.7	6.0	5.7	8.5	10.5	17.4	17.7
$20,000-24,999	12.1	7.3	3.5	4.1	2.3	6.7	6.5	12.5	13.7
$25,000 or over	15.9	0.6	0.9	3.0	1.5	5.3	4.8	5.7	7.6
Parents deceased	0.3	0.0	0.2	0.0	0.0	0.0	0.5	0.0	0.0
Total	100.0	100.0	100.1	100.0	100.2	100.1	100.1	100.1	100.1
	(2935)	(187)	(369)	(392)	(653)	(412)	(298)	(471)	(803)
			Vocational						
Under $2,000	9.6	37.0	28.2	24.6	30.8	19.4	23.4	10.2	4.4
$ 2,000-2,999	3.3	9.4	7.0	16.3	9.7	5.9	7.7	5.5	2.0
$ 3,000-3,999	3.3	4.9	3.7	6.9	10.7	5.2	1.9	4.9	3.8
$ 4,000-4,999	3.4	7.3	5.6	8.1	4.5	4.3	7.9	4.5	3.2
$ 5,000-5,999	3.9	2.8	8.3	9.9	4.3	9.4	9.9	5.8	7.6
$ 6,000-6,999	2.9	1.4	4.0	5.5	5.5	7.4	1.8	6.0	7.0
$ 7,000-7,999	5.2	12.1	9.3	3.6	5.5	3.4	1.5	6.1	4.1
$ 8,000-9,999	9.5	6.2	3.6	10.0	9.8	9.7	7.1	9.6	12.6
$10,000-11,999	9.6	0.0	16.0	4.8	9.6	7.8	5.9	8.3	14.5
$12,000-14,999	15.0	15.1	9.1	2.5	2.7	10.3	7.7	11.9	13.9
$15,000-19,999	15.3	3.5	3.7	3.0	5.8	12.9	22.6	17.3	16.1
$20,000-24,999	8.0	0.0	0.2	0.0	0.0	2.3	1.5	4.1	6.4
$25,000 or over	10.6	0.3	0.5	4.8	1.1	0.4	1.2	5.9	4.4
Parents deceased	0.5	0.0	0.8	0.0	0.0	1.7	0.0	0.0	0.0
Total	100.1	100.0	100.0	100.0	100.0	100.1	100.1	100.1	100.1
	(981)	(66)	(126)	(142)	(195)	(132)	(97)	(160)	(329)

Appendix Table 3 (continued)

Variable	Amount of financial aid, 1978-79 school year, $								
	None	Less than 200	200-399	400-699	700-999	1000-1499	1500-1999	2000-2999	3000 or more
					College-transfer				
Occupation head-of-household:									
White collar	62.3	52.8	47.5	73.4	31.2	51.6	55.7	54.2	50.3
Blue collar	24.1	22.0	28.7	18.4	35.7	31.4	23.0	29.7	18.1
Unskilled	9.7	22.2	20.7	3.6	25.4	9.8	21.3	12.5	30.5
Farm	3.9	3.0	3.2	4.6	7.7	7.2	0.0	3.6	1.1
Total	100.0	100.0	100.1	100.0	100.0	100.0	100.0	100.0	100.0
	(701)	(32)	(57)	(44)	(68)	(36)	(25)	(30)	(42)
					General education				
White collar	57.4	84.9	23.3	52.3	21.2	64.9	85.4	77.7	39.2
Blue collar	28.2	15.1	9.6	5.1	49.9	8.6	2.8	22.4	35.4
Unskilled	9.7	0.0	34.5	35.2	21.7	10.7	8.5	0.0	25.4
Farm	4.8	0.0	32.7	7.3	7.2	15.8	3.3	0.0	0.0
Total	100.1	100.0	100.1	99.9	100.0	100.0	100.0	100.1	100.0
	(135)	(4)	(10)	(11)	(11)	(9)	(9)	(6)	(26)
					Special credit				
White collar	76.7	100.0	0.0	76.0	46.6	97.6	95.4	51.3	100.0
Blue collar	16.6	0.0	100.0	7.7	53.4	0.0	0.0	48.7	0.0
Unskilled	5.6	0.0	0.0	16.3	0.0	2.4	0.0	0.0	0.0
Farm	1.1	0.0	0.0	0.0	0.0	0.0	4.6	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	(340)	(1)	(1)	(8)	(4)	(4)	(4)	(3)	(3)

Appendix Table 3 (continued)

Variable	Amount of financial aid, 1978-79 school year, $								
	None	Less than 200	200-399	400-699	700-999	1000-1499	1500-1999	2000-2999	3000 or more
				Technical					
Occupation head-of-household (contd.):									
White collar	48.8	38.7	28.7	36.8	30.2	37.3	35.9	35.8	37.9
Blue collar	32.6	34.2	34.7	40.3	36.5	35.8	34.0	40.4	39.9
Unskilled	15.4	21.8	32.7	18.6	24.6	21.9	26.2	19.8	17.4
Farm	3.2	5.2	4.0	4.4	8.6	4.9	3.9	4.0	4.8
Total	100.0	99.9	100.1	100.1	99.9	99.9	100.0	100.0	100.0
	(2376)	(153)	(269)	(286)	(463)	(286)	(217)	(328)	(572)
				Vocational					
White collar	35.9	23.4	25.7	9.2	19.7	19.2	16.9	6.2	13.3
Blue collar	44.9	34.4	55.6	35.1	38.2	60.6	56.9	64.1	67.0
Unskilled	14.0	32.8	15.1	46.6	31.4	17.2	16.9	23.2	16.6
Farm	5.3	9.3	3.7	9.2	10.7	3.1	9.3	6.5	3.2
Total	100.1	99.9	100.1	100.1	100.0	100.1	100.0	100.0	100.1
	(794)	(61)	(95)	(90)	(122)	(87)	(59)	(113)	(202)

Appendix Table 4. Rank order (RO) and raw scores (RS) of reasons curriculum and continuing education students enrolled in the North Carolina Community College System, 1979, were continuing their education, by age, sex, race, marital status, educational attainment, primary income, and occupation head-of-household

Variable	Reasons for continuing education[a,b]																					
	SOC		MON		CUL		EDU		JOB		RED		LIF		INT		PRO		PAR		NOT	
	RO	RS	RO	RS	RO	RS	RO	RS	RO	RS	RO	RS	RO	RS	RO	RS	RO	RS	RO	RS	RO	RS
	Curriculum students																					
Age, yr:																						
22 or less	5	7.9	1	17.4	6	4.2	3	9.2	2	16.9	10	2.3	9	2.8	4	8.0	8	3.6	7	3.8	11	1.1
23-29	5	6.1	1	12.7	6	3.3	3	6.7	2	10.9	8	2.1	9	2.0	4	6.2	7	2.2	10	1.3	11	0.9
30-39	5	4.7	1	8.6	6	2.7	4	4.7	2	6.8	8	1.5	9	1.3	3	5.0	7	1.5	10	0.7	11	0.1
40-49	3	2.3	1	3.3	6	1.2	4	2.2	2	2.5	7	0.7	9	0.4	5	2.2	8	0.6	10	0.2	11	0.2
50-59	2	0.7	3	0.7	5	0.5	4	0.6	6	0.5	9	0.2	8	0.3	1	1.0	7	0.5	10	0.1	11	0.1
60-69	2	0.5	9	0.0	3	0.5	5	0.3	11	0.0	7	0.1	6	0.2	1	0.8	4	0.4	10	0.0	8	0.1
70 or more	7	0.0	9	0.0	6	0.0	3	0.1	8	0.0	10	0.0	5	0.0	1	0.2	2	0.1	11	0.0	4	0.1
Sex:																						
Male	5	9.1	1	21.3	6	5.5	3	11.4	2	17.4	8	3.5	7	4.1	4	10.5	9	3.2	10	2.5	11	1.5
Female	3	13.1	1	21.5	6	7.1	5	12.6	2	20.3	9	3.4	10	3.1	4	13.0	7	5.8	8	3.7	11	1.4
Race:																						
Black	3	5.[illegible]	1	9.2	6	2.7	4	4.8	2	7.8	7	2.1	8	2.0	5	4.0	9	1.8	10	1.0	11	0.6
American Indian	4	0.3	1	0.5	6	0.2	3	0.3	2	0.4	9	0.1	7	0.2	5	0.3	8	0.1	10	0.1	11	0.1
White	5	16.2	1	32.3	6	9.4	4	18.5	2	28.9	10	4.5	9	4.8	3	18.7	7	7.0	8	5.0	11	2.1
Asian	4	0.1	2	0.2	6	0.1	3	0.1	1	0.2	8	0.0	7	0.1	5	0.1	9	0.0	11	0.0	10	0.0
Other	1	0.2	2	0.2	5	0.1	6	0.1	3	0.2	8	0.1	9	0.1	4	0.1	10	0.0	7	0.1	11	0.0
Marital status:																						
Single	4	9.6	1	19.8	6	5.1	3	10.4	2	19.2	10	2.8	9	3.3	5	1.0	7	4.2	8	3.7	11	1.5
Married	5	10.4	1	18.9	6	6.2	4	11.3	2	15.0	8	3.4	9	3.1	3	11.4	7	3.9	10	2.3	11	1.1
Widowed	4	0.4	3	0.4	6	0.3	5	0.3	2	0.4	8	0.1	9	0.1	1	0.4	7	0.2	11	0.0	10	0.1
Separated	4	0.8	1	1.5	6	0.4	5	0.7	2	1.3	8	0.3	7	0.3	3	0.8	9	0.3	11	0.1	10	0.1
Divorced	4	1.1	1	2.3	6	0.6	3	1.2	2	1.9	9	0.3	8	0.4	5	1.1	7	0.4	10	0.1	11	0.1
Highest grade completed:																						
8th or less	5	0.2	1	0.2	8	0.1	2	0.2	3	0.2	6	0.1	9	0.1	4	0.2	7	0.1	11	0.0	10	0.1
9th-11th	5	0.1	1	1.1	6	0.5	3	0.6	2	0.8	7	0.3	8	0.3	4	0.6	9	0.2	10	0.2	11	0.2
High school or GED	5	10.1	1	20.6	6	5.3	3	10.9	2	18.2	8	3.6	9	3.4	4	10.2	7	4.0	10	3.0	11	1.3
HS + 1-3 yr	5	8.9	1	17.1	6	5.0	3	10.0	2	15.6	10	2.2	9	2.5	4	9.1	7	3.3	8	2.5	11	0.9
College graduate or more	4	2.0	2	2.6	6	1.3	5	1.6	3	2.1	9	0.4	8	0.6	1	2.9	7	1.0	11	0.3	10	0.4

Appendix Table 4 (continued)

Variable	Reasons for continuing education[a,b]																					
	SOC		MON		CUL		EDU		JOB		RED		LIF		INT		PRO		PAR		NOT	
	RO	RS	RO	RS	RO	RS	RO	RS	RO	RS	RO	RS	RO	RS	RO	RS	RO	RS	RO	RS	RO	RS
Primary income:																						
Under $5,000	3	4.5	1	8.4	6	2.3	4	4.5	2	8.3	9	1.4	8	1.5	5	4.0	7	1.7	10	1.2	11	0.7
$ 5,000-9,999	5	4.2	1	9.0	6	2.4	3	4.7	2	8.1	9	1.3	8	1.6	4	4.5	7	1.8	10	1.1	11	0.6
$10,000-14,999	5	4.4	1	8.8	6	2.3	3	4.9	2	7.6	8	1.5	9	1.3	4	4.6	7	1.8	10	1.0	11	0.5
$15,000 or over	5	7.9	1	14.3	6	4.9	4	8.6	2	11.6	11	2.1	10	2.3	3	9.0	7	3.0	9	2.4	8	2.7
Parents deceased	1	0.1	3	0.1	8	0.0	2	0.1	5	0.0	7	0.0	9	0.0	4	0.0	6	0.0	10	0.0	11	0.0
Occupation head-of-household:																						
White collar	5	7.7	1	14.0	6	4.6	4	8.5	2	12.1	10	2.1	9	2.2	3	8.5	7	3.1	8	2.3	11	0.8
Blue collar	5	4.8	1	11.2	6	2.6	3	5.7	2	9.9	9	1.7	8	1.8	4	5.5	7	2.0	10	1.4	11	0.6
Unskilled	3	3.0	1	5.0	6	1.3	4	2.7	2	4.4	8	0.9	9	0.9	5	2.3	7	0.9	10	0.6	11	0.4
Farm	5	0.6	1	1.2	6	0.3	4	0.8	2	1.0	10	0.2	8	0.2	3	0.7	7	0.3	9	0.2	11	0.1
Continuing education students																						
Age, yr:																						
22 or less	5	2.0	1	3.5	7	1.2	3	2.7	2	3.2	6	1.2	9	1.1	4	2.5	8	1.1	10	0.9	11	0.6
23-29	5	3.0	2	4.3	6	2.4	4	3.3	3	3.4	9	1.3	8	1.5	1	4.9	7	1.9	10	1.0	11	0.7
30-39	3	3.5	2	4.2	5	3.0	4	3.3	6	2.9	9	1.4	8	1.7	1	5.7	7	2.5	10	0.8	11	0.7
40-49	3	0.2	2	2.2	4	2.0	5	2.0	7	1.5	9	1.0	8	1.1	1	3.5	6	1.9	10	0.5	11	0.4
50-59	3	2.1	4	1.8	2	2.2	6	1.6	8	0.8	9	8.3	7	1.1	1	3.6	5	1.7	10	0.4	11	0.4
60-69	3	2.0	9	0.6	4	1.9	6	1.0	11	0.2	7	0.1	5	1.5	1	3.2	2	2.0	10	0.3	8	0.7
70 or more	4	1.3	9	0.3	6	1.3	5	1.3	11	0.1	8	0.9	2	2.3	1	2.8	3	2.2	10	0.2	7	1.0
Sex:																						
Male	3	5.4	1	7.1	6	3.3	4	5.4	5	5.0	7	2.7	8	2.6	2	6.4	9	2.4	10	1.5	11	1.3
Female	3	10.9	6	9.9	4	10.8	5	10.0	8	7.3	9	4.9	7	8.1	1	20.0	2	11.1	11	2.7	10	3.4
Race:																						
Black	3	3.9	1	4.0	6	2.5	4	3.6	5	3.2	7	2.4	8	2.3	2	4.0	9	1.9	11	0.7	10	1.0
American Indian	3	0.3	2	0.3	6	0.2	5	0.2	4	0.3	9	0.2	8	0.2	1	0.3	7	0.2	11	0.1	10	0.1
White	3	11.7	2	12.4	6	11.2	4	11.3	7	8.5	9	4.7	8	8.0	1	21.6	5	11.2	11	3.3	10	3.5
Asian	4	0.0	7	0.0	3	0.1	6	0.0	5	0.0	1	0.1	8	0.0	2	0.1	9	0.0	10	0.0	11	0.0
Other	4	0.1	1	0.1	6	0.0	5	0.0	2	0.1	10	0.0	9	0.0	3	1.0	7	0.0	11	0.0	8	0.0
Marital status:																						
Single	5	3.0	1	4.4	6	2.0	4	3.4	2	3.8	7	1.8	8	1.7	3	3.8	9	1.7	11	0.8	10	0.8
Married	3	10.2	2	10.2	4	9.6	5	9.2	7	6.7	9	4.0	8	5.3	1	18.0	6	8.4	10	3.0	11	2.3
Widowed	4	1.8	9	0.1	5	1.7	6	1.6	10	0.4	8	1.1	2	2.8	1	3.2	3	2.5	11	0.2	7	1.2
Separated	5	0.4	2	0.5	6	0.4	3	0.5	4	0.4	9	0.3	8	0.3	1	0.8	7	0.3	11	0.1	10	0.1
Divorced	4	0.8	1	1.2	7	0.6	5	0.7	3	0.9	9	0.3	8	0.5	2	1.0	6	0.6	11	0.1	10	0.2

Appendix Table 4 (continued)

Variable	Reasons for continuing education[a],[b]																					
	SOC		MON		CUL		EDU		JOB		RED		LIF		INT		PEO		PAR		NOT	
	RO	RS	RO	RS	RO	RS	RO	RS	RO	RS	RO	RS	RO	RS	RO	RS	RO	RS	RO	RS	RO	RS
Highest grade completed:																						
8th or less	2	2.6	8	1.9	7	1.9	3	2.5	9	1.3	6	2.1	4	2.5	1	3.2	5	2.1	11	0.4	10	1.1
9th-11th	5	2.8	1	3.8	7	2.0	3	3.2	4	3.2	9	1.7	8	2.0	2	3.7	6	2.1	10	0.1	11	0.1
High school or GED	3	5.1	2	5.6	4	4.4	6	4.3	7	3.9	9	2.2	8	3.0	1	8.9	5	4.4	11	1.3	10	1.5
HS + 1-3 yr	4	2.5	2	2.9	7	1.9	5	2.2	7	2.2	9	0.8	8	1.3	1	4.7	6	2.2	10	0.6	11	0.6
College graduate or more	3	2.6	6	2.1	2	2.6	4	2.6	7	1.4	11	0.4	8	1.3	1	5.2	5	2.3	9	0.7	10	0.6
Primary income:																						
Under $5,000	2	4.1	4	3.5	8	3.0	3	4.0	9	2.8	7	3.0	5	3.5	1	5.2	6	3.2	11	0.8	10	1.4
$ 5,000-9,999	3	2.8	2	3.4	6	2.2	5	2.6	4	2.6	9	1.3	8	1.6	1	4.4	7	2.1	11	0.6	10	0.8
$10,000-14,999	3	3.2	2	3.4	5	2.4	4	2.6	6	2.3	9	1.3	8	1.4	1	4.6	7	2.0	10	0.7	11	0.7
$15,000 or more	5	4.7	3	5.0	2	5.0	4	4.9	7	3.4	10	1.4	8	2.4	1	9.4	6	4.5	9	1.7	11	1.0
Parents deceased	7	0.0	6	0.0	11	0.0	2	0.0	1	0.1	8	0.0	3	0.0	4	0.0	5	0.0	9	0.0	10	0.0
Occupation head-of-household:																						
White collar	3	4.6	2	4.9	4	4.4	5	4.2	7	3.8	9	1.4	8	2.3	1	8.1	6	3.8	10	1.3	11	1.0
Blue collar	5	3.5	2	5.1	6	2.9	4	3.8	3	4.0	9	1.7	8	1.8	1	5.4	7	2.2	10	1.2	11	1.0
Unskilled	3	1.9	1	2.4	6	1.2	4	1.8	5	1.6	8	1.0	9	0.9	2	2.3	7	1.1	11	0.3	10	0.4
Farm	2	0.6	3	0.5	4	0.5	5	0.5	9	0.3	7	0.3	8	0.3	1	0.8	6	0.5	11	0.1	10	0.1

[a] SOC - to be able to contribute more to society; MON - to be able to earn more money; CUL - to become more cultured; EDU - to gain a general education; JOB - to get a better job; RED - to improve my reading and study skills; LIF - to improve my social life; INT - to learn more things of interest; PEO - to meet interesting people; PAR - my parents or spouse wanted me to go; and NOT - there was nothing better to do.

[b] RS (raw score) is the weighted frequency times the converted rank value; each first choice multiplied by 5 each second by 4, each third by 3, and so on. Raw score values are in 100,000ths.

Appendix Table 5. Rank order (RO) and raw scores (RS) for institutional characteristics that most influenced curriculum and continuing education students enrolled in the North Carolina Community College System, 1979, in their decisions to attend, by age, sex, race, marital status, educational attainment, primary income, and occupation head-of-household

Variable	Institutional characteristics that influenced decision to attend[a,b]																	
	PROG		ASST		PLAC		LOCA		COST		ADMS		INST		STUD		OTHR	
	RO	RS	RO	RS	RO	RS	RO	RS	RO	RS	RO	RS	RO	RS	RO	RS	RO	RS
									Curriculum students									
Age, yr:																		
22 or less	1	17.9	6	4.5	8	4.0	2	15.0	3	13.0	5	5.0	4	7.4	9	3.3	7	4.1
23-29	1	13.0	5	4.5	8	2.4	2	10.4	3	9.4	6	3.3	4	5.3	9	1.8	7	2.7
30-39	1	9.3	6	2.6	8	1.1	2	8.7	3	6.5	5	2.6	4	4.3	9	1.0	7	1.7
40-49	1	4.1	6	0.8	9	0.4	2	3.4	3	2.4	5	1.1	4	1.9	8	0.5	7	0.7
50-59	1	1.3	7	0.3	9	0.1	2	1.1	3	0.8	5	0.4	4	0.8	8	0.2	6	0.3
60-69	1	0.8	8	0.1	9	0.0	3	0.5	4	0.4	6	0.2	2	0.7	7	0.1	5	0.2
70 or more	2	0.1	9	0.0	8	0.0	6	0.1	3	0.1	4	0.1	1	0.1	5	0.1	7	0.0
Sex:																		
Male	1	21.2	5	7.1	8	3.8	2	17.4	3	15.2	6	5.8	4	9.8	9	3.3	7	4.5
Female	1	25.4	6	5.8	8	4.2	2	21.9	3	18.0	5	6.9	4	10.8	9	3.9	7	5.4
Race:																		
Black	1	9.4	4	4.5	7	2.6	2	7.3	3	6.1	6	3.0	5	3.2	9	1.5	8	2.0
American Indian	1	0.7	4	0.3	7	0.2	2	0.5	3	0.3	6	0.2	5	0.2	9	0.1	8	0.1
White	1	35.7	6	7.8	9	5.0	2	30.9	3	26.2	5	9.2	4	16.7	8	5.4	7	7.5
Asian	1	0.2	7	0.1	9	0.0	3	0.1	2	0.1	5	0.1	4	0.1	8	0.0	6	0.1
Other	1	0.3	7	0.1	9	0.0	2	0.2	3	0.2	6	0.1	4	0.1	8	0.0	5	0.1
Marital status:																		
Single	1	20.5	6	5.5	8	4.5	2	16.9	3	15.6	5	5.8	4	8.6	9	3.6	7	4.9
Married	1	21.3	5	5.8	9	2.8	2	18.5	3	14.4	6	5.7	4	9.8	8	2.9	7	4.1
Widowed	1	0.7	6	0.2	9	0.1	2	0.6	3	0.4	5	0.2	4	0.4	8	0.1	7	0.1
Separated	1	1.7	4	0.7	7	0.3	2	1.3	3	1.1	6	0.4	5	0.6	9	0.3	8	0.3
Divorced	1	2.3	5	0.8	9	0.3	2	2.0	3	1.7	6	0.6	4	1.1	8	0.3	7	0.5
Highest grade completed:																		
8th or less	1	0.3	4	0.2	9	0.1	2	0.2	3	0.2	7	0.1	5	0.1	8	0.1	6	0.1
9th-11th	1	1.3	5	0.4	7	0.3	2	0.9	3	0.7	8	0.3	4	0.6	9	0.2	6	0.3
High school or GED	1	21.9	5	7.1	7	4.3	2	18.3	3	14.6	6	6.2	4	8.9	9	3.3	8	4.0
HS + 1-3 yr	1	18.1	6	4.2	9	2.6	2	15.6	3	14.2	5	4.9	4	8.3	8	2.8	7	4.0
College graduate or more	1	3.9	8	0.4	9	0.4	2	3.0	3	2.9	6	0.8	4	2.3	7	0.5	5	1.0

Appendix Table 5 (continued)

Variable	Institutional characteristics that influenced decision to attend[a,b]																	
	PROG		ASST		PLAC		LOCA		COST		ADMS		INST		STUD		OTHR	
	RO	RS	RO	RS	RO	RS	RO	RS	RO	RS	RO	RS	RO	RS	RO	RS	RO	RS
Primary income:																		
Under $5,000	1	9.0	4	4.0	7	2.3	2	6.9	3	6.1	6	2.4	5	3.1	9	1.4	8	2.0
$ 5,000-9,999	1	9.0	5	3.2	7	2.1	2	7.0	3	6.7	6	2.7	4	3.8	9	1.4	8	1.7
$10,000-14,999	1	9.4	5	2.4	8	1.4	2	8.0	3	6.9	6	2.3	4	4.3	9	1.3	7	1.8
$15,000 or over	1	16.6	8	2.4	9	1.9	2	14.3	3	11.7	5	4.5	4	8.2	7	2.6	6	3.7
Parents deceased	1	0.1	8	0.0	9	0.0	3	0.0	7	0.0	6	0.0	2	0.1	5	0.0	4	0.0
Occupation head-of-household:																		
White collar	1	16.2	7	2.5	9	2.0	2	13.7	3	12.0	5	4.3	4	8.0	8	2.5	6	3.4
Blue collar	1	11.3	5	3.6	7	2.3	2	9.6	3	7.8	6	3.1	4	4.7	9	1.7	8	2.1
Unskilled	1	5.2	5	1.8	8	1.0	2	4.3	3	3.5	6	1.4	4	2.1	9	0.8	7	1.2
Farm	1	1.3	4	0.5	8	0.3	2	1.2	3	0.9	6	0.3	5	0.4	9	0.2	7	0.3
Continuing education																		
Age, yr:																		
22 or less	1	4.5	9	0.8	7	1.2	2	3.5	3	2.9	6	1.3	4	1.9	8	1.2	5	1.6
23-29	1	6.5	8	0.9	9	0.9	2	5.7	3	4.6	6	1.9	4	3.3	7	1.4	5	2.0
30-39	1	6.8	9	0.7	8	0.8	2	6.3	3	4.9	6	1.8	4	4.2	7	1.3	5	1.9
40-49	1	4.6	9	0.3	8	0.4	2	4.0	3	3.1	6	1.1	4	2.6	7	0.7	5	0.3
50-59	1	4.2	9	0.1	8	0.2	2	3.5	3	2.9	5	1.0	4	2.8	7	0.7	6	0.9
60-69	1	3.1	8	0.3	9	0.1	2	2.9	3	2.5	5	1.1	4	2.4	7	0.7	6	0.9
70 or more	2	2.5	8	0.3	9	0.0	1	3.1	3	2.4	6	0.8	4	1.6	5	0.9	7	0.6
Sex:																		
Male	1	9.9	9	1.6	8	1.7	2	7.9	3	6.2	6	3.0	4	5.3	7	2.2	5	3.3
Female	1	23.0	8	2.0	9	1.9	2	21.5	3	17.4	5	6.2	4	13.7	7	4.7	6	6.0
Race:																		
Black	1	6.4	9	1.2	8	1.6	2	5.5	3	4.3	5	2.2	4	3.5	7	1.7	6	2.0
American Indian	1	0.5	7	0.1	9	0.1	2	0.4	3	0.4	5	0.2	4	0.3	8	0.1	6	0.1
White	1	25.2	8	2.2	9	1.9	2	22.9	3	18.4	6	6.6	4	14.9	7	4.9	5	7.0
Asian	1	0.1	8	0.0	8	0.0	4	0.1	2	0.1	3	0.1	5	0.1	6	0.0	7	0.0
Other	3	0.1	9	0.0	8	0.0	2	0.1	1	0.1	6	0.1	4	0.1	7	0.0	5	0.1
Marital status:																		
Single	1	6.2	9	1.1	7	1.5	2	4.9	3	3.9	6	2.0	4	2.9	8	1.3	5	2.0
Married	1	20.8	8	1.8	9	1.6	2	18.6	3	15.2	6	5.4	4	12.8	7	4.0	5	5.8
Widowed	2	3.2	8	0.3	9	0.1	1	3.5	3	2.8	5	1.0	4	2.1	6	1.0	7	0.7
Separated	2	0.9	9	0.1	8	0.1	1	0.9	3	0.7	5	0.3	4	0.5	7	0.2	6	0.3
Divorced	1	1.6	8	0.2	9	0.2	2	1.3	3	1.0	7	0.4	4	0.7	6	0.4	5	0.5

Appendix Table 5 (continued)

Variable	Institutional characteristics that influenced decision to attend[a,b]																	
	PROG		ASST		PLAC		LOCA		COST		ADMS		INST		STUD		OTHE	
	RO	RS	RO	RS	RO	RS	RO	RS	RO	RS	RO	RS	RO	RS	RO	RS	RO	RS
Highest grade completed:																		
8th or less	1	4.7	8	0.8	9	0.7	2	4.5	3	3.4	5	1.3	4	2.3	6	1.3	7	1.2
9th-11th	1	6.0	9	0.8	8	1.0	2	4.9	3	3.6	5	1.9	4	3.2	7	1.5	6	1.7
High school or GED	1	10.3	9	1.1	8	1.1	2	9.3	3	7.6	5	2.9	4	6.2	7	2.2	6	2.8
HS + 1-3 yr	1	5.2	8	0.4	9	0.4	2	4.9	3	4.0	6	1.5	4	3.2	7	0.8	5	1.8
College graduate	1	5.8	8	0.2	9	0.1	2	4.9	3	4.1	6	1.3	4	3.5	7	1.0	5	1.5
Primary income:																		
Under $5,000	1	7.6	9	1.2	8	1.3	2	7.1	3	5.4	5	2.5	4	4.0	6	2.3	7	2.2
$ 5,000-9,999	1	5.7	8	0.8	9	0.8	2	5.1	3	4.1	5	1.7	4	3.0	7	1.1	6	1.6
$10,000-14,999	1	5.7	9	0.5	8	0.5	2	5.1	3	4.1	6	1.6	4	3.5	7	1.2	5	1.6
$15,000 of over	1	11.0	9	0.6	7	2.0	2	9.5	3	7.8	6	2.7	4	6.5	8	1.7	5	2.8
Parents deceased	1	0.1	8	0.0	9	0.0	5	0.0	2	0.0	7	0.0	3	0.0	4	0.0	6	0.0
Occupation head-of-household:																		
White collar	1	10.2	9	0.5	8	0.7	2	8.5	3	7.1	6	2.5	4	5.9	7	1.8	5	2.6
Blue collar	1	7.4	8	1.2	9	0.9	2	6.3	3	5.3	6	2.1	4	4.2	7	1.5	5	2.1
Unskilled	1	3.2	9	0.6	7	0.8	2	2.5	3	2.1	5	1.0	4	1.6	8	0.7	6	0.8
Farm	2	1.0	9	0.1	8	0.1	1	1.1	3	0.8	5	0.4	4	0.6	7	0.2	6	0.3

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[a] PROG = educational programs or courses available; ASST = financial assistance was available; PLAC = job placement services; LOCA = location (nearness to home or work); COST = low cost; ADMS = open-door admissions policy; INST = quality of instruction; STUD = student-centered instruction and activities; and OTHE = other reasons.

[b] RS (raw score) is the weighted frequency times the converted rank value; each first choice multiplied by 5, each second by 4, each third by 3, and so on. Raw score values are in 100,000ths.

Appendix Table 6. Weighted percentage distribution of curriculum students enrolled in the North Carolina Community College System, 1979, by program, evaluation of support services, and importance of support services

Responses	Curriculum students				
	College-transfer	General education	Special credit	Technical	Vocational
			Evaluation of services		
Transportation:					
Good	42.7	43.4	35.5	38.7	40.4
Could improve	20.6	13.9	10.6	21.6	1.5
Don't know	36.7	42.7	53.9	39.8	38.1
Total	100.0	100.0	100.0	100.0	100.0
	(1355)	(265)	(403)	(6448)	(2151)
Parking:					
Good	43.6	57.2	50.0	53.3	64.5
Could improve	53.4	41.3	39.6	43.3	29.6
Don't know	3.1	1.5	10.4	3.4	5.9
Total	100.1	100.0	100.0	100.0	100.0
	(1387)	(275)	(420)	(6655)	(2237)
Child care:					
Good	14.7	5.8	6.2	12.8	16.6
Could improve	10.2	12.9	9.1	12.6	16.3
Don't know	75.1	81.4	84.8	74.5	67.1
Total	100.0	100.1	100.1	99.9	101.0
	(1345)	(260)	(390)	(6280)	(2064)
Tuition aid:					
Good	41.3	37.6	24.5	42.6	37.2
Could improve	19.5	20.1	5.8	22.7	22.5
Don't know	39.3	42.3	69.7	34.7	40.3
Total	100.1	100.0	100.0	100.0	100.0
	(1359)	(271)	(402)	(6455)	(2130)

Appendix Table 6 (continued)

Responses	Curriculum students				
	College-transfer	General education	Special credit	Technical	Vocational
Stipends:					
Good	25.0	22.7	13.7	27.7	27.1
Could improve	20.3	20.7	7.1	24.4	24.4
Don't know	54.7	56.7	79.2	47.9	48.5
Total	100.0	100.1	100.0	100.0	100.0
	(1356)	(265)	(401)	(6430)	(2119)
Health care:					
Good	18.5	16.9	8.8	19.4	22.2
Could improve	14.5	15.3	7.9	15.9	19.7
Don't know	67.1	67.8	83.3	64.7	58.1
Total	100.1	100.0	100.0	100.0	100.0
	(1346)	(264)	(391)	(6350)	(2088)
Job counseling:					
Good	30.0	32.5	22.6	36.8	39.2
Could improve	22.5	22.0	12.6	25.0	25.3
Don't know	44.5	45.6	64.9	38.2	35.5
Total	100.0	100.0	100.0	100.0	100.0
	(1357)	(269)	(400)	(6449)	(2114)
Job placement:					
Good	22.7	23.3	19.0	32.6	34.4
Could improve	24.0	23.6	12.7	26.5	29.9
Don't know	53.3	53.1	68.3	40.9	35.7
Total	100.0	100.0	100.0	100.0	100.0
	(1366)	(266)	(397)	(6469)	(2127)

Appendix Table 6 (continued)

Responses	Curriculum students				
	College-transfer	General education	Special credit	Technical	Vocational
Academic counseling:					
Good	52.6	51.2	30.8	50.3	42.7
Could improve	30.6	31.4	13.2	25.4	19.9
Don't know	16.9	17.4	56.0	24.3	37.3
Total	100.1	100.0	100.0	100.0	99.9
	(1374)	(268)	(398)	(6434)	(2106)
Personal counseling:					
Good	44.6	47.9	26.5	46.3	47.8
Could improve	25.0	23.4	12.0	25.7	20.4
Don't know	30.4	28.8	61.5	29.1	31.8
Total	100.0	99.9	100.0	100.0	100.0
	(1371)	(272)	(402)	(6445)	(2132)
Recreation facilities:					
Good	34.9	29.1	27.8	30.6	38.0
Could improve	44.1	35.3	20.9	44.2	39.6
Don't know	21.0	35.6	51.3	25.2	22.4
Total	100.0	100.0	100.0	100.0	100.0
	(1367)	(271)	(402)	(6408)	(2131)
Study and reading areas:					
Good	67.4	68.0	40.5	70.7	69.3
Could improve	23.5	21.7	13.9	20.2	18.3
Don't know	9.2	10.4	45.5	9.0	12.3
Total	100.1	100.1	99.9	99.9	99.9
	(1372)	(273)	(405)	(6473)	(2133)

Appendix Table 6 (continued)

Responses	Curriculum students				
	College-transfer	General education	Special credit	Technical	Vocational
Library resources:					
Good	69.3	66.1	40.5	73.7	73.2
Could improve	23.1	26.3	9.4	18.8	13.2
Don't know	7.5	7.6	50.1	7.5	13.6
Total	99.9	100.0	100.0	100.0	100.0
	(1376)	(273)	(400)	(6529)	(2153)
Eating facilities:					
Good	34.2	42.7	20.7	35.2	36.0
Could improve	47.9	41.6	27.4	52.6	48.5
Don't know	17.8	15.7	51.9	12.2	15.5
Total	99.9	100.0	100.0	100.0	100.0
	(1381)	(274)	(470)	(7122)	(2523)
	Importance of support services[a]				
Transportation	22.4	18.5	18.6	18.8	20.0
	(367)	(58)	(69)	(1461)	(545)
Parking	47.1	37.4	45.0	40.1	32.7
	(668)	(104)	(194)	(2679)	(768)
Child care	5.4	5.8	6.4	7.6	8.6
	(106)	(19)	(44)	(581)	(249)
Tuition aid	26.2	21.9	10.8	26.0	17.2
	(59)	(79)	(74)	(2040)	(586)
Stipends	16.1	13.1	6.4	17.9	16.1
	(280)	(57)	(46)	(1451)	(503)
Health care	8.4	9.1	4.9	9.7	11.2
	(130)	(30)	(29)	(724)	(328)
Job counseling	19.6	16.8	15.5	27.0	21.6
	(337)	(53)	(84)	(1994)	(552)

Appendix Table 6 (continued)

Responses	Curriculum students				
	College-transfer	General education	Special credit	Technical	Vocational
Job placement	18.0 (302)	17.1 (60)	15.8 (97)	33.5 (2586)	27.3 (708)
Academic counseling	38.2 (638)	33.9 (110)	16.0 (99)	30.3 (2049)	15.2 (431)
Personal counseling	24.9 (418)	20.1 (74)	13.1 (84)	24.9 (1780)	17.8 (502)
Recreation facilities	22.8 (428)	8.9 (40)	10.6 (65)	17.1 (1426)	16.4 (440)
Study and reading areas	35.1 (557)	33.1 (102)	16.3 (97)	32.9 (2345)	24.2 (611)
Library resources	43.1 (696)	41.8 (136)	20.2 (128)	38.8 (278)	27.1 (723)
Eating facilities	24.3 (455)	17.4 (69)	16.1 (60)	26.2 (2011)	27.7 (742)

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[a] The frequencies and percentages related to this variable reflect only those students who indicated that a service was important to them. Multiple responses precluded frequency and percentage totals.

Appendix Table 7. Weighted percentage distribution of continuing education students enrolled in the North Carolina Community College System, 1979, by program, evaluation of support services, and importance of support services

Responses	Continuing education students		
	Academic extension	Fundamental education	Occupational extension
	Evaluation of services		
Transportation:			
Good	40.2	49.0	45.5
Could improve	11.5	18.2	10.9
Don't know	48.3	32.9	43.6
Total	100.0	100.1	100.0
	(904)	(641)	(1681)
Parking:			
Good	54.3	56.4	57.9
Could improve	25.2	18.5	23.4
Don't know	20.5	25.0	18.7
Total	100.0	99.9	100.0
	(944)	(626)	(1735)
Child care:			
Good	11.0	15.9	14.2
Could improve	9.9	10.9	8.7
Don't know	79.1	73.2	77.1
Total	100.0	100.0	100.0
	(794)	(591)	(1460)

Appendix Table 7 (continued)

Reponses	Continuing education students		
	Academic extension	Fundamental education	Occupational extension
Tuition aid:			
Good	17.9	22.6	21.3
Could improve	6.2	15.0	9.3
Don't know	75.8	62.4	69.4
Total	99.9	100.0	100.0
	(777)	(598)	(1449)
Stipends:			
Good	13.9	21.4	14.2
Could improve	7.3	16.5	9.3
Don't know	78.8	62.1	76.5
Total	100.0	100.0	100.0
	(812)	(607)	(1460)
Health care:			
Good	12.7	29.0	17.1
Could improve	8.3	12.1	8.2
Don't know	79.0	58.8	74.7
Total	100.0	99.9	100.0
	(844)	(611)	(1484)
Job counseling:			
Good	17.7	32.8	23.1
Could improve	8.7	17.0	9.8
Don't know	73.6	50.3	67.2
Total	100.0	100.1	100.1
	(801)	(613)	(1482)

Appendix Table 7 (continued)

Response	Continuing education students		
	Academic extension	Fundamental education	Occupational extension
Job placement:			
Good	14.2	30.2	18.1
Could improve	9.7	20.9	12.3
Don't know	76.1	49.0	69.6
Total	100.0 (804)	100.1 (608)	100.0 (1477)
Academic counseling:			
Good	18.9	45.3	24.7
Could improve	6.3	14.9	7.9
Don't know	74.8	39.9	67.5
Total	100.0 (808)	100.1 (613)	100.1 (1458)
Personal counseling:			
Good	24.7	52.2	30.0
Could improve	8.4	12.6	9.1
Don't know	66.9	35.3	61.0
Total	100.0 (834)	100.1 (619)	100.1 (1457)
Recreation facilities:			
Good	26.9	32.8	24.7
Could improve	12.0	25.1	13.6
Don't know	61.1	42.1	61.7
Total	100.0 (833)	100.0 (608)	100.0 (1470)

Appendix Table 7 (continued)

Response	Continuing education students		
	Academic extension	Fundamental education	Occupational extension
Study and reading areas:			
Good	31.0	64.7	38.9
Could improve	12.6	18.2	9.2
Don't know	56.4	17.1	51.9
Total	100.0	100.0	100.0
	(828)	(632)	(1493)
Library resources:			
Good	32.5	57.8	39.4
Could improve	12.5	18.1	10.0
Don't know	55.0	24.1	50.6
Total	100.0	100.0	100.0
	(818)	(608)	(1505)
Eating facilities:			
Good	25.4	39.9	30.8
Could improve	17.2	24.2	17.9
Don't know	57.4	36.0	51.3
Total	100.0	100.1	100.1
	(849)	(614)	(1528)
Importance of support services[a]			
Transportation	14.3	37.3	15.3
	(218)	(236)	(401)
Parking	23.2	26.8	25.9
	(267)	(176)	(586)
Child care	4.0	9.7	5.6
	(50)	(62)	(123)

Appendix Table 7 (continued)

Response	Continuing education students Academic extension	 Fundamental education	 Occupational extension
Tuition aid	3.9	14.4	8.8
	(59)	(96)	(208)
Stipend	4.2	13.1	5.1
	(53)	(97)	(123)
Health care	4.3	19.9	6.3
	(70)	(123)	(155)
Job counseling	5.3	19.0	7.8
	(69)	(134)	(197)
Job placement	5.4	18.7	9.3
	(73)	(138)	(251)
Academic counseling	4.9	22.8	8.3
	(66)	(171)	(206)
Personal counseling	8.8	30.3	9.8
	(145)	(219)	(240)
Recreation facilities	6.8	14.1	6.4
	(148)	(95)	(159)
Study and reading areas	9.1	34.3	9.3
	(152)	(240)	(250)
Library resources	9.3	28.8	11.8
	(147)	(200)	(278)
Eating facilities	8.8	23.2	9.8
	(169)	(144)	(251)

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[a] The frequencies and percentages related to this variable reflect only those students who indicated that a service was important to them. Multiple responses precluded frequency and percentage totals.

Appendix Table 8. Weighted percentage distribution of curriculum students enrolled in the North Carolina Community College System, 1979, by program, preference for using a standard name for the institutions in the System, and feelings about a standard name

Responses	Curriculum students				
	College-transfer	General education	Special credit	Technical	Vocational
	Preference for standard name				
No standard name	24.1	12.0	25.0	13.6	14.2
Community colleges	40.7	39.9	36.2	36.7	26.7
Technical institutes	1.0	12.5	5.1	9.4	14.4
Technical colleges	3.2	13.4	5.3	16.5	13.7
No opinion	31.1	22.2	28.6	23.8	31.0
Total	100.1 (1462)	100.0 (295)	100.2 (465)	100.0 (7072)	100.0 (2493)
	Feelings about a standard name				
Community colleges and technical institutes are basically the same	11.7	22.5	16.9	20.8	21.6
Would help give all the same status	11.6	16.1	16.6	18.6	12.2
Would help students to transfer	10.9	20.1	10.5	17.7	9.5
Community colleges and technical institutes are basically different	17.9	3.9	9.6	8.5	8.6
No change wanted	10.4	8.2	10.9	4.6	9.3
Does not matter what institution is called	37.5	29.2	35.6	29.9	38.8
Total	100.0 (1461)	100.0 (295)	100.1 (461)	100.1 (7041)	100.0 (2477)

Appendix Table 9. Weighted percentage distribution of continuing education students enrolled in the North Carolina Community College System, 1979, by program, preference for using a standard name for the institutions in the System, and feelings about a standard name

Response	Continuing education students Academic extension	 Fundamental education	 Occupational extension
Preference for standard name			
No standard name	14.3	12.1	14.2
Community colleges	25.5	24.0	28.8
Technical institutes	13.3	14.3	13.0
Technical colleges	7.8	9.9	7.9
No opinion	39.1	39.8	36.1
Total	100.0	100.0	100.0
	(1282)	(724)	(2213)
Feelings about a standard name			
Community colleges and technical institutes are basically the same	16.9	23.8	20.3
Would help give all the same status	11.3	9.6	12.5
Would help students to transfer	5.9	4.4	7.7
Community colleges and technical institutes are basically different	7.2	9.2	8.0
No change wanted	7.9	10.2	11.5
Does not matter what institution is called	50.8	42.8	40.1
Total	100.0	100.0	100.1
	(1270)	(719)	(2181)

Appendix Table 10. Weighted percentage distribution of curriculum students enrolled in the North Carolina Community College System, 1979, by program, source of income, parents provide over one-half of support, head-of-household, hours worked/week, wages/hour, and employment plans

Variable	Curriculum students				
	College-transfer	General education	Special credit	Technical	Vocational
Source of income[a,b]:					
Employment	67.0	57.4	70.7	64.2	54.7
	(895)	(183)	(349)	(4240)	(1177)
Parents	30.1	12.9	11.7	21.2	13.0
	(602)	(53)	(46)	(1819)	(423)
Spouse	18.6	34.1	28.9	18.5	17.0
	(194)	(79)	(140)	(1243)	(417)
Relative	1.4	0.8	0.6	1.1	0.9
	(26)	(3)	(5)	(82)	(32)
Savings	13.5	13.1	13.1	10.6	7.8
	(240)	(30)	(53)	(828)	(212)
Retirement	11.4	19.0	7.9	16.4	19.6
	(195)	(60)	(23)	(1249)	(544)
Welfare	0.8	1.6	0.1	2.3	2.0
	(13)	(6)	(2)	(196)	(72)
Other	9.4	11.7	6.4	11.8	14.7
	(139)	(33)	(26)	(96)	(465)
Parents provide over one-half of support:					
Yes	34.6	13.0	13.6	23.8	18.3
No	65.4	87.0	86.4	76.2	81.7
Total	100.0	100.0	100.0	100.0	100.0
	(1466)	(294)	(466)	(7072)	(2489)

Appendix Table 10 (continued)

Variable	Curriculum students				
	College-transfer	General education	Special credit	Technical	Vocational
Head-of-household:					
Father	42.7	21.0	19.1	30.8	22.2
Mother	7.9	6.0	2.9	9.6	9.5
Self	27.8	38.3	37.5	39.2	49.8
Spouse	19.2	33.5	39.7	17.9	14.6
Other relative	1.4	0.6	0.7	1.4	2.3
Other	1.0	0.7	0.2	1.1	1.6
Total	100.0	100.1	100.1	100.0	100.0
	(1457)	(294)	(464)	(7075)	(2479)
Hours worked/week:					
Less than 5	2.2	2.7	3.0	2.3	3.3
5-9	3.0	2.7	0.6	3.3	1.9
10-19	12.2	5.6	1.8	8.3	4.7
20-29	14.5	6.2	6.0	9.7	6.1
30-39	10.7	9.2	8.4	7.3	6.7
40-44	22.8	27.7	43.3	28.8	26.6
45-49	2.8	3.4	5.5	4.5	8.3
50 or more	1.6	5.0	3.1	3.3	3.3
Not wage earner	30.2	37.6	28.3	32.7	39.1
Total	100.0	100.1	100.0	100.2	100.0
	(1455)	(297)	(466)	(7074)	(2485)
Wages/hour:					
Less than $3.00	18.1	11.3	3.0	14.5	11.1
$3.00-3.49	16.7	14.1	8.8	15.1	9.6
$3.50-3.99	8.9	8.1	8.8	7.5	7.1
$4.00-4.49	5.1	8.3	9.0	6.0	6.2

Appendix Table 10 (continued)

Variable	Curriculum students				
	College-transfer	General education	Special credit	Technical	Vocational
Wages/hour (Contd.):					
$5.00-5.99	5.5	8.6	8.2	6.7	7.4
$6.00-6.99	1.9	2.5	7.3	4.0	4.0
$7.00-8.99	3.5	3.3	7.4	4.1	3.7
$9.00 or more	3.2	3.8	9.0	1.9	1.4
Not wage earner	33.4	38.5	32.5	35.1	42.5
	100.1	100.1	100.3	100.1	100.0
	(1439)	(295)	(456)	(7005)	(2439)
Employment plans:					
Work in North Carolina	74.1	76.2	73.4	80.6	77.0
Work elsewhere	9.7	4.4	4.8	10.6	9.1
Military	1.1	4.1	0.1	1.0	1.5
Homemaker	2.2	0.7	3.4	1.3	1.8
Retirement	2.0	5.5	7.6	0.6	3.0
Other	11.0	9.2	10.7	5.9	7.6
	100.1	100.1	100.0	100.0	100.0
	(1458)	(296)	(460)	(7061)	(2488)

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[a] Actual unweighted frequencies.

[b] Multiple responses precluded overall totals.

Appendix Table 11. Weighted percentage distribution of curriculum students enrolled in the North Carolina Community College System, 1979, by program, high school average, high school rank, and GED score

Variable	Curriculum students				
	College-transfer	General education	Special credit	Technical	Vocational
High school average:					
A	18.2	19.9	27.6	15.6	8.6
B	56.1	54.1	57.2	55.7	50.2
C	24.0	24.9	14.6	26.2	35.7
Below C	0.9	1.0	0.5	1.4	3.2
Did not attend	0.7	0.2	0.1	1.2	2.4
Total	99.9	100.1	100.0	100.1	100.1
	(1460)	(297)	(468)	(7080)	(2489)
High school rank:					
Upper 1/3 of class	36.0	38.0	48.4	32.2	20.0
Middle 1/3 of class	52.7	45.2	43.3	52.5	51.2
Lower 1/3 of class	5.2	8.4	3.2	6.3	7.7
Did not graduate	6.0	8.4	5.1	9.0	21.1
Total	100.0	100.0	100.0	100.0	100.0
	(1443)	(295)	(462)	(7018)	(2464)
GED score:					
Did not take	96.7	94.4	99.3	92.3	87.0
225-249	2.6	4.8	0.7	6.9	10.6
Less than 225	0.8	0.8	0.1	0.8	2.4
Total	100.1	100.0	100.1	100.0	100.0
	(1262)	(241)	(414)	(5910)	(2020)

Appendix Table 12. Weighted percentage distribution of curriculum students enrolled in the North Carolina Community College System, 1979, by program, change in residence to attend, monthly rent, residence while attending, and trips to class/week

Variable	Curriculum students				
	College-transfer	General education	Special credit	Technical	Vocational
Change in residence to attend:					
No, home county	69.5	76.7	83.0	65.7	70.6
No, commute from other county	18.1	12.3	12.9	20.2	17.3
Yes, moved to attend	3.1	1.9	0.0	4.9	2.5
Yes, moved from out-of-state	1.1	0.0	0.6	2.2	1.1
Yes, other reasons	6.6	9.1	3.3	6.5	7.7
Yes, foreign student	1.6	0.0	0.2	0.7	0.8
Total	100.0	100.0	100.0	100.2	100.0
	(1470)	(296)	(468)	(7096)	(2505)
Monthly rent while attending:					
None	88.5	95.5	97.2	89.0	91.2
$ 49 or less	2.1	0.5	0.2	1.3	0.9
$ 50-99	2.7	1.6	1.8	3.3	3.1
$100-149	3.3	1.9	0.2	3.3	2.3
$150-200	2.3	0.4	0.5	2.3	2.1
$201 or more	1.2	0.1	0.2	0.8	0.5
Total	100.1	100.0	100.1	100.0	100.1
	(1460)	(298)	(467)	(7091)	(2512)

Appendix Table 12 (continued)

Variable	Curriculum students				
	College-transfer	General education	Special credit	Technical	Vocational
Residence while attending:					
Parents	45.7	25.6	12.3	34.8	28.1
Spouse	33.6	49.5	56.5	41.0	46.3
Children	3.3	9.3	4.7	4.7	4.0
Relative	2.6	1.4	2.1	2.4	2.2
Board	0.8	0.4	0.1	1.0	0.8
Self	7.2	9.1	11.4	9.6	8.3
Friends	4.5	4.6	2.1	4.4	3.1
Other	2.5	0.2	10.9	2.2	7.3
Total	100.2	100.1	100.2	100.1	100.1
	(1462)	(297)	(468)	(7095)	(2511)
Trips to class/week:					
1	14.3	17.9	51.1	4.0	3.8
2	11.4	21.1	36.9	17.5	11.3
3	6.6	11.9	4.0	9.3	11.1
4	6.5	10.9	2.8	14.5	14.6
5	45.1	26.3	3.1	42.7	51.7
6	4.5	5.1	0.5	3.4	1.7
7 or more	11.6	6.9	1.7	8.7	5.8
Total	100.0	100.1	100.1	100.1	100.0
	(1461)	(295)	(470)	(7057)	(2497)

Appendix Table 13. Weighted percentage distribution of curriculum students enrolled in the North Carolina Community College System, 1979, by program, hours in class/week, classes this quarter, quarters enrolled, and plans to enroll in degree program

Variable	Curriculum students				
	College-transfer	General education	Special credit	Technical	Vocational
Hours in class/week:					
1-5	22.2	30.1	80.5	11.3	5.5
6-10	19.3	28.1	14.6	22.6	10.9
11-15	26.1	28.2	2.3	24.9	18.1
16-20	24.2	11.7	0.9	16.5	14.7
21-25	5.9	1.3	0.4	11.3	10.4
26-30	1.6	0.7	0.4	7.2	25.7
31 or more	0.7	0.0	0.9	6.2	14.7
Total	100.0	100.1	100.0	100.0	100.0
	(1469)	(298)	(467)	(7090)	(2512)
Classes this quarter:					
1	20.7	32.5	83.9	15.7	41.1
2	17.7	25.8	10.3	21.8	22.2
3	16.4	25.5	2.3	22.5	16.3
4	23.5	11.7	2.1	22.8	16.3
5	14.6	3.8	0.8	12.4	6.1
6	5.3	0.5	0.4	3.9	1.1
7 or more	1.8	0.3	0.2	1.0	0.5
Total	100.0	100.1	100.0	100.1	100.0
	(1455)	(294)	(467)	(7016)	(2472)
Quarters enrolled:					
1 (first)	11.1	19.1	40.3	12.7	15.5
2	9.1	14.5	25.1	8.9	11.5
3	31.8	20.8	8.1	29.3	38.7
4	7.2	9.0	8.8	6.1	8.8

Appendix Table 13 (continued)

Variable	Curriculum students				
	College-transfer	General education	Special credit	Technical	Vocational
Quarters enrolled (contd.):					
5	6.2	8.5	2.7	5.2	4.4
6	13.9	4.7	5.7	9.7	7.5
7	7.7	6.5	1.0	10.9	4.9
8	3.5	1.9	2.3	3.4	1.8
9	9.5	14.1	6.0	13.7	7.0
Total	100.0	100.0	100.0	99.9	100.1
	(1471)	(298)	(467)	(7100)	(2500)
Plan to enroll in degree program:					
Yes	87.4	82.2	48.1	61.7	45.9
No	12.6	17.8	51.9	38.3	54.2
Total	100.0	100.0	100.0	100.0	100.1
	(1465)	(298)	(467)	(7075)	(2493)

Appendix Table 14. Value orientation toward education and institutional characteristics that most influenced curriculum students to enroll in the North Carolina Community College System, 1979, by program, rank order (RO) of responses, and raw scores (RS)[a]

Responses	Curriculum students									
	College-transfer		General education		Special credit		Technical		Vocational	
	RO	RS[b]	RO	RS[b]	RO	RS[b]	RO	RS[b]	RO	RS[b]
	Reason continued education									
To contribute more to society	3	29.32	4	6.92	5	31.15	4	117.67	5	39.01
To earn more money	1	43.34	1	10.49	1	47.31	1	243.74	1	85.39
To become more cultured	6	15.95	6	4.53	6	26.19	6	59.91	6	19.87
To gain a general education	4	28.69	3	6.96	3	34.04	3	128.42	4	42.94
To get a better job	2	39.96	2	8.41	4	33.52	2	227.17	2	70.15
To improve my reading and study skills	10	6.77	7	2.29	10	7.74	8	37.84	9	14.60
To improve my social life	8	8.63	9	1.41	8	13.55	9	33.70	8	14.87
To learn more things of interest	5	24.56	5	5.31	2	46.47	5	112.20	3	47.42
To meet interesting people	7	10.28	8	1.93	7	19.13	7	40.64	7	18.18
My parents or spouse wanted me to	9	8.29	10	1.15	9	8.15	10	32.64	10	12.14
There was nothing better to do	11	3.30	11	0.59	11	4.13	11	13.21	11	7.77

Appendix Table 14 (continued)

Responses	Curriculum students									
	College-transfer		General education		Special credit		Technical		Vocational	
	RO	RS^b	RO	RS^b	RO	RS^b	RO	RS^b	RO	RS^b
	Institutional characteristic									
Educational programs or courses available	2	44.23	2	11.56	1	65.75	1	255.68	1	91.29
Financial assistance available	7	9.18	6	2.79	8	4.00	5	79.41	5	33.80
Job placement services	9	2.98	9	0.72	9	3.46	7	52.58	7	20.40
Location (nearness to home or work)	1	50.15	1	11.82	2	51.56	2	212.05	2	69.52
Low cost	3	43.57	3	9.56	3	51.10	3	175.06	3	53.87
Open-door admissions policy	5	17.29	5	4.24	5	21.46	6	62.33	6	21.99
Quality of instruction	4	22.30	4	4.83	4	40.91	4	100.19	4	38.14
Student-centered instruction and activities	8	9.18	8	1.85	7	12.59	9	33.19	9	14.66
Other reasons	6	12.55	7	2.01	6	14.47	8	50.72	8	19.10

[a] RS (raw score) is the weighted frequency times the converted rank value; each first choice multiplied by 5, each second by 4, each third by 3, and so on.

[b] Raw score values are in tens of thousands.

Appendix Table 15. Weighted percentage distribution of continuing education students enrolled in the North Carolina Community College System, 1979, by program, source of income, parents provide over one-half of support, head-of-household, hours worked/week, wages/hour, and employment plans

Variable	Continuing education students		
	Academic extension	Fundamental education	Occupational extension
Source of income[a]:			
Employment	46.3	57.1	56.4
Parents	2.1	10.8	2.7
Spouse	36.2	13.5	25.2
Relative	0.7	2.6	1.7
Savings	8.0	6.8	7.1
Retirement	26.5	17.5	21.0
Welfare	2.5	7.3	2.4
Other	5.7	15.6	7.1
Parents provide over one-half of support:			
Yes	3.0	12.8	4.1
No	97.0	87.2	95.9
Total	100.0	100.0	100.0
	(1274)	(719)	(2204)
Head-of-household:			
Father	5.7	16.8	7.6
Mother	1.9	10.4	2.7
Self	31.0	44.6	42.8
Spouse	55.7	20.5	40.5
Other relative	1.9	3.8	1.3
Other	3.8	3.8	5.3
Total	100.0	99.9	100.2
	(1305)	(723)	(2239)

Appendix Table 15 (continued)

Variable	Continuing education students		
	Academic extension	Fundamental education	Occupational extension
Hours worked/week:			
Less than 5	2.1	2.6	1.8
5-9	3.1	1.5	2.2
10-19	2.1	2.1	2.7
20-29	3.6	6.0	3.6
30-39	7.8	10.6	6.8
40-49	27.7	34.8	38.1
50 or more	2.6	4.4	5.2
Not wage earner	50.9	38.0	39.6
Total	99.9	100.0	100.0
	(1329)	(726)	(2258)
Wages/hour:			
Less than $3.00	8.1	23.2	9.3
$3.00-3.49	7.8	14.7	8.7
$3.50-3.99	6.6	7.3	7.7
$4.00-4.49	4.1	4.8	5.5
$4.50-4.99	2.8	2.9	4.4
$5.00-5.99	6.4	5.4	7.2
$6.00-6.99	4.1	1.8	4.8
$7.00-8.99	2.1	2.3	4.7
$9.00 or more	3.7	0.0	4.5
Not wage earner	54.2	37.5	43.3
Total	99.9	99.9	100.1
	(1268)	(715)	(2171)

Appendix Table 15 (continued)

Variable	Continuing education students		
	Academic extension	Fundamental education	Occupational extension
Plan to work in North Carolina after completing educational program:			
Definitely yes	34.8	45.7	47.5
Think so	11.1	20.8	11.9
Don't know	11.7	15.1	11.0
Don't think so	8.7	5.5	9.1
Definitely not	33.7	13.0	20.5
Total	100.0	100.1	100.0
	(1266)	(731)	(2159)

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[a] Multiple responses precluded totals.

Appendix Table 16. Weighted percentage distribution of continuing education students enrolled in the North Carolina Community College System, 1979, by program, high school average, high school rank, and GED score

Variable	Continuing education students		
	Academic extension	Fundamental education	Occupational extension
High school average:			
A	23.3	3.2	19.3
B	51.5	25.2	46.7
C	13.6	33.8	21.0
Below C	1.0	5.8	1.6
Did not attend	10.6	32.0	11.3
Total	100.0	100.0	99.9
	(1308)	(721)	(2228)
High school rank:			
Upper 1/3 of class	40.0	2.4	31.9
Middle 1/3 of class	35.8	8.0	39.9
Lower 1/3 of class	2.0	1.8	4.6
Did not graduate	22.1	87.8	23.7
Total	99.9	100.0	100.1
	(1276)	(712)	(2168)
GED score:			
Did not take	98.9	91.8	96.0
225-249	0.9	2.4	3.1
Less than 225	0.2	5.8	0.9
Total	100.0	100.0	100.0
	(1166)	(696)	(1933)

Appendix Table 17. Weighted percentage distribution of continuing education students enrolled in the North Carolina Community College System, 1979, by program, change in residence to attend, monthly rent, residence while attending, and trips to class/week

Variable	Continuing education students		
	Academic extension	Fundamental education	Occupational extension
Change in residence to attend:			
No, home county	88.1	82.2	84.1
No, commute from other county	8.5	6.4	9.7
Yes, moved to attend	0.5	1.9	0.2
Yes, moved from out-of-state	0.1	0.9	0.1
Yes, other reasons	2.5	7.7	5.6
Yes, foreign student	0.5	1.0	0.4
Total	100.2	100.1	100.1
	(1330)	(728)	(2278)
Monthly rent while attending:			
None	97.9	94.9	97.8
$ 49 or less	0.5	2.6	0.5
$ 50-99	0.2	1.8	0.6
$100-149	0.3	0.4	0.2
$150-200	0.0	0.1	0.2
$201 or more	1.1	0.3	0.8
Total	100.0	100.1	100.1
	(1335)	(720)	(2262)
Residence while attending:			
Parents	6.6	21.3	10.0
Spouse	65.2	35.0	61.7
Children	4.7	6.4	4.5
Relative	1.3	5.1	1.5

Appendix Table 17 (continued)

Variable	Continuing education students		
	Academic extension	Fundamental education	Occupational extension
Residence while attending (contd.):			
Board	0.6	1.0	0.1
Self	11.9	11.8	11.0
Friends	0.6	3.5	1.3
Other	9.1	16.0	9.9
	100.0	100.1	100.0
	(1337)	(723)	(2256)
Trips to class/week:			
1	70.6	12.9	54.5
2	18.0	50.9	27.7
3	5.5	8.3	4.2
4	2.9	13.3	3.0
5	1.7	8.0	9.5
6	0.5	4.2	0.1
7 or more	0.9	2.4	1.0
Total	100.1	100.0	100.0
	(1328)	(729)	(2288)

Appendix Table 18. Weighted percentage distribution of continuing education students enrolled in the North Carolina Community College System, 1979, by program, hours in class/week, classes this quarter, and quarters enrolled

Variable	Continuing education students		
	Academic extension	Fundamental education	Occupational extension
Hours in class/week:			
1-5	75.9	34.8	60.3
6-10	16.5	42.0	28.2
11-15	3.2	13.7	3.7
16-20	2.6	3.9	3.5
21-25	0.2	0.8	1.2
26-30	0.8	1.8	0.9
31 or more	0.9	3.1	2.3
Total	100.1	100.1	100.1
	(1335)	(726)	(2266)
Classes this quarter:			
1	87.7	80.6	90.0
2	8.3	10.6	7.6
3	2.9	4.7	1.0
4	0.7	3.8	0.3
5	0.3	0.2	0.9
6	0.1	0.1	0.1
7 or more	0.0	0.0	0.1
Total	100.0	100.0	100.0
	(1276)	(705)	(2208)
Quarters enrolled:			
1	31.4	39.2	44.6
2	16.7	18.5	16.5
3	15.8	12.8	11.2

Appendix Table 18 (continued)

Variable	Continuing education students Academic extension	 Fundamental education	 Occupational extension
Quarters enrolled (contd.):			
4	8.8	8.4	7.1
5	5.2	5.0	3.7
6	4.7	4.4	3.7
7	2.4	1.8	1.5
8	2.5	1.6	1.9
9	12.5	8.4	9.9
Total	100.0	100.1	100.1
	(1312)	(721)	(2249)

Appendix Table 19. Institutional characteristics that most influenced continuing education students to enroll in the North Carolina Community College System, 1979, by program, rank order (RO) of responses, and raw scores (RS)[a]

Institutional characteristic	Continuing education students					
	Academic extension		Fundamental education		Occupational extension	
	RO	RS[b]	RO	RS[b]	RO	RS[b]
Educational programs or courses available	1	86.51	1	51.35	1	192.23
Financial assistance available	8	5.51	9	8.54	8	21.99
Job placement services	9	4.10	8	10.67	9	21.72
Location (nearness to home or work)	2	78.83	2	42.20	2	173.66
Low cost	3	67.70	3	28.15	3	141.17
Open-door admissions policy	6	25.44	5	18.25	6	48.89
Quality of instruction	4	58.04	4	22.93	4	109.40
Student-centered instruction and activities	7	21.58	7	12.51	7	35.83
Other reasons	5	26.30	6	14.37	5	53.00

[a] RS (raw score) is the weighted frequency times the converted rank value; each first choice multiplied by 5, each second by 4, each third by 3, and so on.

[b] Raw score values are in tens of thousands.

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